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ABSTRACT

This publication consists of instructional materials to provide secondary and postsecondary students with skills useful in pursuing a career in the diesel industry. Introductory materials in the teacher edition include information on use of the publication, competency profile, instructional/task analysis, related academic and workplace skills list, and reference list. Each of the three units of instruction in the teacher edition contains some or all of these basic components of a unit: suggested activities; transparency masters; teacher supplements; answers to assignment sheets; written test; answers to written test; unit evaluation form; objective sheet; information sheet; student supplements; assignment sheets; and job sheets. The student edition includes some or all of these components for each unit: objective sheet; information sheet; student supplements; assignment sheets; and job sheets. The unit topics are introduction to diesel technology, workplace communication and customer service, and job application. (YLB)

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Diesel Technology

Workplace Skills

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MAVCC

Teacher Edition

Diesel Technology: Workplace Skills

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Mary Kellum

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The Multistate Academic and Vocational Curriculum Consortium, Inc.
(MAVCC)

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Diesel Technology: Workplace Skills

Teacher Edition

Table of Contents

- **Introductory Pages**

Foreword	v
Acknowledgements	vii
Use of introductory materials	ix
Use of this publication	xi
Competency profile	xv
Instructional/task analysis	xvii
Academic and workplace skills and competencies (classifications and definitions)	xxi
Related academic and workplace skills list	xxiii
References	xxvii

- **Teacher Pages for Each Unit**

- **Student Pages**

DT:WS

Unit 1: Introduction to Diesel Technology	1
Unit 2: Workplace Communication and Customer Service	13
Unit 3: Job Application	43

Foreword

When MAVCC began the process for revising its diesel mechanics series, we wanted to develop a set of instructional materials that would provide students with the cognitive (knowing), psychomotor (doing), and affective (attitude) skills necessary to be successful in the diesel trade and that would address the emerging technology in the field. With the help of extremely qualified teachers, industry representatives, and writers, our new diesel technology series offers secondary and postsecondary students an excellent opportunity for learning required skills in the diesel industry.

The series aligns with the medium/heavy duty truck task list developed by the National Automotive Technicians Education Foundation (NATEF) and used by the National Institute for Automotive Service Excellence (ASE) in the certification of medium/heavy duty truck technicians. Our series addresses all but one of the ASE certification areas, gasoline engines, and includes the following publications: *Introduction, Safety Skills, Workplace Skills, Brakes, Steering and Suspension, Engines, Electrical and Electronic Systems, Air Conditioning, Drive Trains, and Hydraulics*. Each publication will include a matrix showing where the NATEF tasks are being taught.

The new publications will also reflect those tasks identified by MAVCC's technical committee which were not covered in the NATEF task list, especially those dealing with the maintenance and repair of diesel-powered heavy equipment and farm equipment.

The skills presented in this publication, *Diesel Technology: Workplace Skills*, will be useful to any student pursuing a career in the diesel industry. Today, good communication and customer relations skills are necessary to be successful in the workplace.

These instructional materials are designed for student use and to assist teachers in organizing and improving instruction. Their design is based on the curriculum alignment concept of first stating the objectives (objective sheet), developing instructional strategies for teaching to those objectives (information, assignment, and job sheets), and assessing to those same objectives (criterion-referenced evaluation instruments).

As with all MAVCC publications, teachers are encouraged to localize and personalize these materials to meet the needs of individual students, the community, and prospective employers. Teachers are also encouraged to develop strategies for motivating their students.

A chart (page xxi) which classifies and defines each of the academic and workplace skills and competencies has been included in the teacher edition and reflects key elements from *What Work Requires of Schools: A SCANS Report for America 2000*, a 1991 study by the U.S. Department of Labor; *Workplace Basics: The Skills Employers Want*, a three-year study conducted jointly by the American Society for Training and Development (ASTD) and the United States Department of Labor (DOL); and other national and state sources. These tools have been provided in an effort to help educators identify and document where basic academic and workplace skills are being taught. By reinforcing these skills, the teacher should assist students in improving their employability skills.

Special attention should be given to the matrix (page xxiii) identifying basic academic and workplace skills being reinforced in these instructional materials as well as the teaching suggestions on ways to reinforce these skills found in the teacher pages for each unit.

As you use these instructional materials, we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, please call or write us.

Dr. Harley Schlichting, Chairman
MAVCC Board of Directors

Dr. Clark R. Harris
MAVCC Executive Director

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Use of Introductory Materials

Introductory materials are included in the teacher edition only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information such as the table of contents, foreword, and acknowledgements page, information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/ learning process.
2. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.
3. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.
4. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to related academic and workplace skills and competencies being reinforced. Skill areas reflected by skill groups, sub skills, and definitions have been identified using *What Work Requires of Schools: A SCANS Report for America 2000* and *Workplace Basics: The Skills Employers Want*.
5. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Instructional units

Diesel Technology: Workplace Skills contains three units of instruction. For the teacher edition, the pages are divided into teacher pages and student pages. These include the following:

Teacher Pages

Suggested Activities
Transparency Masters*
Teacher Supplements*
Answers to Assignment Sheets*
Written Test
Answers to Written Test
Unit Evaluation Form

Student Pages

Objective Sheet
Information Sheet
Student Supplements*
Assignment Sheets*
Job Sheets*

* *Designates components that may not appear in every unit of instruction*

The complete teacher edition consists of both teacher pages and student pages, as well as the introductory pages. Student pages focus on measurable and observable learning outcomes. Teacher pages provide evaluation tools and suggestions on ways to supplement, localize, personalize, and motivate in order to present a complete teaching/learning process.

MAVCC instructional materials are competency-based, not time-based. Students should be allowed to work until they master each competency.

Units of instruction are designed for use in more than one lesson or class period. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period
- Skills that must be demonstrated
- Amount of class time needed for teacher demonstrations
- Amount of time needed for student practice and return demonstrations of mastered skills
- Supplies and equipment required for assignment sheets and job sheets
- Supplementary materials (videotapes, kits, reference books, etc.) that must be ordered
- Resource people who must be contacted

Suggested activities (teacher component)

The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of resources. Ways to integrate academic and workplace skills have been included in the teaching suggestions, and skill areas have

been noted in bold. The teacher should read the suggested activities before teaching the units. Time should be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

Instructions for evaluating student performance on the job sheets are also included in this component. Teachers should select and discuss with students the rating scale that will be used.

Transparency masters (teacher component)

Transparency masters are used to direct the students' attention to the topic of classroom discussion. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Teacher supplements (teacher component)

Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Answers to assignment sheets (teacher component)

These are designed to assist the teacher in evaluation of student performances.

Written test (teacher component)

This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction. The written test may be duplicated for student use. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. Tests may be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Answers to written test (teacher component)

These are designed to assist the teacher in evaluation of student performances.

Unit evaluation form (teacher component)

This sheet provides teachers with a record of each student's performance on a unit of instruction. It includes space for assignment sheet ratings, job sheet ratings, written test scores, and teacher comments. The unit evaluation form may be duplicated.

Use of This Publication

Objective sheet (student component)

Each unit of instruction is based on performance objectives which state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives which state the expected performance of each student after completion of the unit of instruction, and specific objectives which state what the student must do to reach the unit objective.

The objectives should be stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and written test items.

Information sheet (student component)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (student component)

The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment and/or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (student component)

Assignment sheets provide students with pencil and paper activities that give students the opportunity to make practical application of the knowledge in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (student component)

Job sheets are an important segment of each unit. Job sheets provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from an individual who has had this training.

The job sheets provide criteria to objectively evaluate student performance, a list of required equipment and materials, and a step-by-step procedure for performing a psychomotor skill. The teacher should discuss the equipment and materials available in the classroom, laboratory, or shop and demonstrate the procedure prior to having students practice the procedure. When a student is ready to be evaluated, the teacher should follow instructions for evaluating student performance which may be found in the teacher edition (suggested activities component).

Diesel Technology: Workplace Skills

Competency Profile

Name: _____

Directions: Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focuses on a level of student performance for each of the tasks listed. The written test scoreline is provided for optional teacher use. It may not be applicable in all cases.

Option A

- Rating scale:
- 4 - Skilled - Can perform job with no additional training.
 - 3 - Moderately Skilled - Has performed job during training program; limited additional training may be required.
 - 2 - Limited Skill - Has performed job during training program; additional training is required to develop skill.
 - 1 - Unskilled - Is familiar with process, but is unable to perform job.
 - 0 - No Exposure - No information or practice provided during training program; complete training required.
 - NA - Non-applicable.

Option B

- Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Introduction to Diesel Technology

- _____ 1. Analyze work situations to determine the importance of employee attitudes.
- _____ 2. _____

_____ Written Test Score

Unit 2: Workplace Communication and Customer Service

- _____ 1. Record your voice.
- _____ 2. Analyze your voice.
- _____ 3. Evaluate your listening skills.
- _____ 4. Follow oral (spoken) directions.
- _____ 5. Follow written directions.
- _____ 6. Apply communication skills to workplace situations.
- _____ 7. _____

_____ Written Test Score

Unit 3: Job Application

- _____ 1. Compile a list of employment opportunities in diesel technology in your community.
- _____ 2. Write a resumé.
- _____ 3. Write a letter of application for employment in diesel technology.
- _____ 4. Complete an employment application form for a position in diesel technology.

- _____ 5. Make an appointment by phone for a diesel technology employment interview.
- _____ 6. Practice interview questions.
- _____ 7. Follow-up an interview with a letter or call.
- _____ 8. _____

_____ Written Test Score

COMMENTS: _____

Evaluator: _____ Date: _____

* Permission to duplicate this profile is granted.

Diesel Technology: Workplace Skills

Instructional/Task Analysis

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 1: Introduction to Diesel Technology

- | | |
|--|---|
| <ol style="list-style-type: none">1. Terms and definitions2. Occupational outlook for diesel mechanics/technicians3. Diesel engine applications4. Basic duties of diesel mechanics/technicians5. Most common sources of training for diesel mechanics/technicians6. Student requirements for the diesel technology program7. Good work habits8. Personal characteristics that employers seek in employees9. Overview of ASE10. Steps required for ASE certification11. ASE testing and certification areas for medium/heavy duty truck technicians | <ol style="list-style-type: none">12. Analyze work situations to determine the importance of employee attitudes |
|--|---|

Unit 2: Workplace Communication and Customer Service

1. Terms and definitions
2. Goals of communication
3. Components of communication
4. Types of communication
5. Positive and negative examples of body language

**Related Information: What
the Student Should Know**

**Application: What the
Student Should Be Able to Do**

Unit 2: Workplace Communication and Customer Service (cont.)

- | | |
|---|--|
| 6. Common barriers to effect communication | 20. Record your voice |
| 7. Major communication skills required in the diesel technology trade | 21. Analyze your voice |
| 8. Guidelines for improving your reading skills | 22. Evaluate your listening skills |
| 9. Guidelines for improving your writing skills | 23. Follow oral (spoken) directions |
| 10. Guidelines for improving your speaking skills | 24. Follow written directions |
| 11. Guidelines for improving your listening skills | 25. Apply communication skills to workplace situations |
| 12. Guidelines for following directions in the workplace | |
| 13. Guidelines for using the telephone correctly | |
| 14. Customer expectations | |
| 15. Steps for solving customer service problems and complaints | |
| 16. Positive outcomes of complaints | |
| 17. Basic elements of courtesy | |
| 18. Times to thank customers | |
| 19. What to remember about customers | |

Unit 3: Job Application

1. Terms and definitions
2. Places of employment for diesel technicians

Instructional/Task Analysis

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 3: Job Application (cont.)

- | | |
|---|--|
| 3. Steps to take to become employed | 8. Compile a list of employment opportunities in diesel technology in your community |
| 4. Means of locating employment | |
| 5. Preparing for an interview | 9. Write a resumé |
| 6. Positive ways to conduct yourself during an interview | 10. Write a letter of application for employment in diesel technology |
| 7. Special considerations for answering interview questions | 11. Complete an employment application form for a position in diesel technology |
| | 12. Make an appointment by phone for a diesel technology employment interview |
| | 13. Practice interview questions |
| | 14. Follow-up an interview with a letter or call |

**Academic and Workplace Skills and Competencies
(Classifications and Definitions)**

Foundation Skills		
Skill Groups	Sub Skills	Definitions
Basic Skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea, or fact in written form in a clear, concise manner.
	Arithmetic/ mathematics	Performing basic computations, applying, estimating and reasoning skills, and solving practical problems using a variety of mathematical techniques.
	Science	Applying knowledge learned through study and practice that is based on scientific principles, methods, and techniques.
	Listening	Receiving, interpreting, and responding to oral messages and other cues.
	Speaking	Communicating a thought, idea, or fact orally in a clear, concise manner.
Thinking Skills	Creative thinking	Using imagination to generate new ideas.
	Decision making	Specifying goals and constraints, generating alternatives, considering risks, and evaluating and choosing the best alternative.
	Problem solving	Recognizing and defining problems, devising and implementing plan of action, and tracking and evaluating results.
	Seeing things in the mind's eye	Mentally organizing and processing symbols, pictures, graphs, and other information.
	Knowing how to learn	Using efficient learning techniques to acquire and apply new knowledge and skills.
	Reasoning	Applying a rule or principle underlying the relationship between two or more objects when solving a problem.
Personal Management Skills	Responsibility	Exerting a high level of effort towards goal attainment, working hard to become excellent at doing tasks by setting high standards, paying attention to details, and displaying a high level of concentration.
	Self-esteem	Developing self-confidence and maintaining a positive view of self.
	Career awareness, development and mobility	Assessing self accurately, setting personal goals, establishing and implementing a plan, and monitoring progress.
	Integrity/honesty	Choosing an ethical course of action when faced with making a decision that may break with personal or societal values and recognizing the impact of violating these beliefs and codes on an organization, self, and others.
	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.

Competencies		
Competency Groups	Sub Skills	Definitions
Resources	Time	Selecting relevant, goal-related activities, ranking them in order of importance, allocating time, and understanding, preparing, and following schedules.
	Money	Using or preparing budgets, making forecasts, keeping records, and making adjustments to meet objectives.
	Material and facilities	Acquiring, storing, and using materials and space efficiently.
	Human resources	Assessing skills and distributing work accordingly; evaluating performance and providing feedback.
Interpersonal Skills	Teamwork	Working cooperatively with others to reach a common goal.
	Coaching	Helping others learn new skills.
	Leadership	Communicating ideas to justify position; accepting responsibility for others; and encouraging, persuading, convincing, or otherwise motivating an individual or group.
	Negotiation	Resolving conflict between two or more individuals through discussion and compromise.
	Customer service	Working and communicating with customers to satisfy their expectations.
	Cultural diversity	Working well with men and women and with a variety of ethnic, social, or educational backgrounds.
Information	Acquisition and evaluation	Identifying need for data, obtaining it from existing sources or creating it, and evaluating its relevance and accuracy.
	Organization and storage	Organizing, processing, and maintaining written or computerized records and other forms of information in a systematic way.
	Interpretation	Selecting and analyzing information and communicating the results to others.
	Processing	Using computers to acquire, organize, analyze, and communicate information.
Systems	Interrelationships	Knowing how social, organizational, and technological systems work and operate effectively.
	Monitoring	Distinguishing trends, predicting impact of actions on system operations, diagnosing deviations in systems' performance, and correcting malfunctions.
	Modification and design	Making suggestions to modify existing systems to improve products or services, and developing new or alternative systems.
Technology	Selection	Choosing procedures, tools, or equipment including computers and related technologies.
	Application	Demonstrating proper procedures for setting up and operating equipment.
	Maintenance and troubleshooting	Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Related Academic and Workplace Skills For Diesel Technology: Workplace Skills

Task	Skill Group	Sub Skill	Description
Unit 1: Introduction to Diesel Technology			
Analyze work situations to determine the importance of employee attitudes (A.S. 1)	Basic Skills	Reading	Analyzes and applies what has been read to specific task; comprehends written information for main ideas
		Writing	Presents answers in a clear and understandable form; and applies rules of grammar, punctuation, and spelling
	Thinking Skills	Problem solving	Recognizes problems; draws conclusions from what is read and gives possible solutions
	Personal Management Skills	Integrity/honesty/work ethic	Identifies unethical behavior and poor worker traits
		Organizational effectiveness	Identifies characteristics desired by organization
Unit 2: Workplace communication and Customer Service			
Record your voice. (A.S. 1)	Basic Skills	Reading	Comprehends written information and applies it to a task; follows written directions
		Speaking	Organizes ideas and communicates oral messages; pronounces words correctly; speaks in a clear, concise manner; uses proper voice inflection
	Technology	Application	Sets up and operates tape recorder correctly
Analyze your voice. (A.S. 2)	Basic Skills	Reading	Comprehends written information and applies it to a task; follows written directions
		Writing	Rates data according to given scale; writes appropriate entries
		Listening	Evaluates oral information; listens for specific voice qualities; interprets and evaluates voice qualities
Evaluate your listening skills. (A.S. 3)	Basic Skills	Reading	Comprehends written information and applies it to a task; follows written directions
		Writing	Rates data according to given scale; writes appropriate entries
		Listening	Recalls listening skills and experiences

Task	Skill Group	Sub Skill	Description
Unit 2: Workplace Communication and Customer Service (cont.)			
Follow oral (spoken) directions. (A.S. 4)	Basic Skills	Reading	Comprehends written information and applies it to a task; follows written directions
		Writing	Organizes information into an appropriate format; presents answers in a clear and understandable form
		Listening	Listens to follow directions; receives and interprets oral messages
Follow written directions. (A.S. 5)	Basic Skills	Reading	Comprehends written information and applies it to a task; follows written directions
Apply communication skills to workplace situations. (A.S. 6)	Basic Skills	Reading	Analyzes and applies what has been read to specific task; comprehends written information for main ideas
		Writing	Applies rules of grammar, punctuation, and spelling; presents answers/conclusions in a clear and understandable form
	Thinking Skills	Problem solving	Recognizes problem; gives possible solutions
	Personal Management Skills	Integrity/honesty/work ethic	Describes desirable worker characteristics
		Organizational effectiveness	Promotes the goals and values of the organization
	Interpersonal Skills	Teamwork	Applies teamwork concept to workplace situations with supervisor and co-workers
		Customer service	Applies customer service skills to workplace situations with customers

Unit 3: Job Application

Compile a list of employment opportunities in diesel technology in your community. (A.S. 1)	Basic Skills	Reading	Applies information to new situation; determines what information is needed; follows written directions
		Writing	Adapts notes to a proper form; applies rules of spelling; uses technical words; completes form accurately
		Speaking	Asks questions to obtain information; speaks in a clear, concise manner
	Personal Management Skills	Career awareness	Explores career opportunities

Related Academic and Workplace Skills

Task	Skill Group	Sub Skill	Description
Unit 3: Job Application (cont.)			
Write a resumé. (A.S. 2)	Basic Skills	Reading	Determines what information is needed; follows written directions
		Writing	Applies rules of grammar, punctuation, capitalization, and spelling; composes and creates resume document; organizes information into an appropriate format
	Personal Management Skills	Self-esteem	Creates positive self-image by creating resumé that promotes personal strengths and abilities
Write a letter of application for employment in diesel technology. (A.S. 3)	Basic Skills	Reading	Determines what information is needed; follows written directions
		Writing	Applies rules of grammar, punctuation, capitalization, and spelling; composes and creates letter document; organizes information into an appropriate format
	Personal Management Skills	Self-esteem	Creates positive self-image by creating letter that promotes personal strengths and abilities
		Career awareness	Implements a career plan of action
		Organizational effectiveness	Presents personal skills as benefits for company objectives
Complete an employment application form for a position in diesel technology (A.S. 4)	Basic Skills	Reading	Determines what information is needed; follows written directions
		Writing	Applies rules of grammar, punctuation, capitalization, and spelling; completes form accurately; writes legibly
	Personal Management Skills	Self-esteem	Presents positive personal references of education and work experience
Make an appointment by phone for a diesel technology employment interview. (A.S. 5)	Basic Skills	Reading	Analyzes and applies what has been read to specific task; applies information to job performance
		Writing	Completes form accurately; records data through surveying
		Listening	Receives and interprets oral messages
		Speaking	Asks questions to obtain and clarify information; participates in telephone conversation; speaks in a clear, concise manner
	Personal Management Skills	Career awareness	Implements a career plan of action

Task	Skill Group	Sub Skill	Description
Unit 3: Job Application (cont.)			
Practice interview questions. (A.S. 6)	Basic Skills	Listening	Listens for content and conversation; receives and interprets oral messages
		Speaking	Organizes ideas and communicates oral messages to listeners; participates in conversation; speaks effectively using appropriate eye contact, posture, and gestures
	Personal Management Skills	Self-esteem	Presents positive image of personal attitudes and abilities in role playing situation
		Career awareness	Monitors progress toward goal attainment
Follow up an interview with a letter or call. (A.S. 7)	Interpersonal Skills	Teamwork	Works effectively with role playing partner to reach a common goal
	Basic Skills	Reading	Analyzes and applies what has been read to specific task; applies information to job performance
		Writing (if writing letter)	Applies rules of grammar, punctuation, capitalization, and spelling; composes and creates letter document; organizes information into an appropriate format
		Listening (if making call)	Listens for content and emotional meaning
		Speaking (if making call)	Asks questions to obtain and clarify information; speaks in a clear, concise manner
	Personal Management Skills	Career awareness	Monitors progress toward goal attainment

Diesel Technology: Workplace Skills

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Farr, J. Michael and Susan Christophersen. *The Two Best Ways to Find a Job*. Indianapolis, IN: JIST Works, Inc., 1992.

Farr, J. Michael and Susan Christophersen. *Why Should I Hire You?* Indianapolis, IN: JIST Works, Inc., 1992.

Fournier, Myra and Jeffrey Spin. *Encyclopedia of Job-Winning Resumes*. Ridgefield, CT: Round Lake Publishing Co., 1991.

Gober, Mary S. *The Art of Giving Quality Service*. Clarence, NY: Gober and Associates, International, 1992.

The Guide to Basic Resume Writing. Lincolnwood, IL: VGM Career Horizons/NTC Publishing Group, 1991.

Masters, L. Ann and Merle Wood. *Career Planning and Development*. Cincinnati, OH: South-Western Publishing, Co., 1992.

Masters, L. Ann and Merle Wood. *Finding and Holding a Job*. Cincinnati, OH: South-Western Publishing, Co., 1992.

Occupational Outlook Handbook. Washington, D.C.: Bureau of Labor Statistics/U.S. Department of Labor, 1994.

Scott, Dru. *Customer Satisfaction: The Second Half of Your Job*. Los Altos, CA: Crisp Publications, Inc., 1988.

Introduction to Diesel Technology

Unit 1

Unit Contents

Teacher Components

	Teacher Page
1. Suggested Activities	
a. Instructional Plan	1
b. Teaching Suggestions	2
c. Resources Used in Developing This Unit	2
d. Suggested Supplemental Resources	3
2. Answers to Assignment Sheet 1	5
3. Written Test	7
4. Answers to Written Test	11
5. Unit Evaluation Form	15

Student Components

	DT:WS
1. Objective Sheet	1
2. Information Sheet	3
3. Assignment Sheet	
AS 1—Analyze Work Situations to Determine the Importance of Employee Attitudes	9

Introduction to Diesel Technology Unit 1

Suggested Activities

Instructional Plan

Preparation

1. Read the unit carefully and plan for instruction.
2. Review "Teaching Suggestions." Plan for classroom activities.
3. Plan for students with special needs.
4. Obtain films, videotapes, and other resources to supplement instruction of this unit. See "Resources" and "Suggested Supplemental Resources" for more information.
5. Develop teaching plan. Adjust for different learning styles.
6. Make copies of the Unit Evaluation Form.

Delivery and Application

7. Provide students with unit of instruction.
8. Discuss unit and specific objectives.
9. Discuss information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
10. Discuss the assignment sheet. Review criteria for evaluation of this activity.

Evaluation

11. Discuss the use of the Unit Evaluation Form with students. Discuss the rating scale that will be used for student evaluation.
12. Make copies of the written test. Add or modify test items as needed.
13. Give written test.
14. Compile assignment sheet rating and written test scores on the Unit Evaluation Form. Add any additional assignments or supplemental activities that should be part of the unit evaluation.
15. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the "Teaching Suggestions" refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Discuss the occupational outlook for diesel mechanics/technicians in your local area. (**Career awareness skills**)
2. Discuss salaries and earnings that can be expected locally. According to a survey of workplaces in over 160 metropolitan areas, diesel mechanics earned median earnings of \$14.10 an hour in 1992. Beginning apprentices usually earn from 50 to 75 percent of the rate of skilled workers. (U.S. Department of Labor statistics) Discuss how these averages compare in your area. (**Career awareness skills, self-esteem skills**)
3. Show different types of equipment or vehicles that use diesel engines (pictures or actual vehicles) so students can see how common diesel engines are and so they can visualize what they will be working on in this course.
4. A state commercial driver's license (CDL) is needed for test driving trucks or buses on public roads. Provide additional information so students can take the appropriate tests for this license. (**Organizational effectiveness skills**)
5. Discuss labor unions that diesel mechanics may join. You may wish to have a union representative speak to the class at this time. Possible unions include the International Association of Machinists and Aerospace Workers; the Amalgamated Transit Union; the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America; the Transport Workers Union of America; the Sheet Metal Workers' International Association; and the International Brotherhood of Teamsters. (**Career awareness skills, organizational effectiveness skills**)
6. Discuss cultural diversity in the workplace and the importance of being able to work with men and women from all ethnic, social, and educational backgrounds. (**Cultural diversity skills**)
7. Provide students with additional information about ASE and its certification tests. See the Suggested Supplemental Resources for their address. They can provide brochures, registration booklets, and test preparation guides. (**Organizational effectiveness skills**)

Resources Used in Developing This Unit

1. *Dictionary of Occupational Titles*, 4th ed. Washington, D.C.: U.S. Employment Service/U.S. Department of Labor, 1991.
2. *The Encyclopedia of Career and Vocational Guidance*, 7th ed. William E. Hopke, Editor-in-Chief. Chicago: J. G. Ferguson Publishing Company, 1987.

Suggested Activities

3. *Occupational Outlook Handbook*. Washington, D.C.: Bureau of Labor Statistics/U.S. Department of Labor, 1994.

Suggested Supplemental Resources

1. For additional career information, write to:

Automotive Service Industry Association
25 Northwest Point
Elk Grove Village, IL 60007-1035

American Trucking Associations, Inc.
Maintenance Council
2200 Mill Road
Alexandria, VA 22314-4677

2. For additional certification and accreditation information, write to:

National Automotive Technicians Education Foundation (NATEF)
13505 Dulles Technology Drive
Herndon, VA 22071-3415

National Institute of Automotive Service Excellence (ASE)
13505 Dulles Technology Drive
Herndon, VA 22071-3415

Introduction to Diesel Technology Unit 1

Answers to Assignment Sheet 1

Students should describe the following basic characteristics in their own words (at least one per question). Other answers may be possible depending on the student's view of the scenario and his/her explanation of what is wrong.

1. **Honesty**—Doug is stealing. If caught, he could be prosecuted.
2. **Honesty or reliability**—Jill is lying. She is also letting her boss and her co-workers down because she is not at work. Others will have to work harder, and some jobs may not be finished as promised.
3. **Cooperativeness or loyalty**—Mac and Sergio are not treating Milan as a team member. They are not supportive of him either. This can affect the feeling of teamwork in the shop.
4. **Enthusiasm or cooperativeness**—Mike doesn't show interest in certain jobs. He is making others do the unpleasant jobs.
5. **Honesty**—Glenda is lying. By not reporting the broken wrench, she is saying it is ok. She should offer to pay for the damage. She could be endangering her co-workers if they try to operate it in bad condition (if it worked at all). At the very least, she is wasting their time when they have to go back to the tool room for another wrench and for reporting and tagging it for repair. She is also passing the repair expense on to her boss. (She probably doesn't realize that high repair costs may be the reason no one gets a raise.)
6. **Cheerfulness or cooperativeness**—Sonya would not be a pleasant person to work with.
7. **Loyalty**—Ralph probably regretted this later, but the damage to the management's image was already done.
8. **Diligence**—Because Felix takes shortcuts, there could be serious safety problems.

Introduction to Diesel Technology Unit 1

Written Test

Name _____ Date _____ Score _____

1. Match the terms on the right with the correct definitions.

- | | |
|---|-----------------------|
| _____ a. Recognition by a certifying agency for someone who has reached a certain level of professional development by meeting standards set by the agency | 1. Apprenticeship |
| _____ b. Someone who works in a limited area of trade, especially someone who has a high degree of knowledge and highly developed skills within that area | 2. ASE |
| _____ c. One who has both technical and technological skills and knowledge about a mechanical or scientific subject | 3. Automobile |
| _____ d. Four-wheeled vehicle designed for passenger transportation; usually powered by gasoline engine | 4. Automotive service |
| _____ e. Vehicle usually having a short chassis equipped for attaching a trailer designed for hauling of freight; usually powered by diesel engine | 5. Certification |
| _____ f. Abbreviation for National Institute of Automotive Service Excellence, a nonprofit corporation that works to ensure high-quality automotive service | 6. Mechanic |
| _____ g. Specific industry or group of businesses related by a common product, process, or service | 7. NATEF |
| _____ h. Formal program of training in which a student works with professionals in a trade to learn the skills involved | 8. Specialist |
| _____ i. Maintenance and repair of vehicles and the various components used in vehicles | 9. Technical |
| | 10. Technician |
| | 11. Technological |
| | 12. Trade |
| | 13. Truck |

Written Test

2. Complete statements concerning the occupational outlook for diesel mechanics/technicians by circling the correct answers.
- a. Job opportunities result each year from the need to replace (inexperienced, experienced) mechanics/technicians who are promoted, retired, or transferred to related fields of work.
 - b. The number of diesel engine applications (increases, decreases) each year.
 - c. Demand for diesel power has increased due to the added economy, endurance, and (low, high) efficiency of the diesel engine as compared to other power units.
 - d. Employment is expected to increase by about (20%, 50%) from 1992 to 2005.
 - e. Opportunities should be best for people who complete (formal, informal) training programs.
3. List five diesel engine applications.
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
4. Describe two of the basic duties of diesel mechanics/technicians.
- a. _____

 - b. _____

5. List three of the most common sources of training for diesel mechanics/technicians.
- a. _____
 - b. _____
 - c. _____

Written Test

6. Describe two physical requirements and one mental requirement for students in the diesel technology program.

a. Physical requirements

1) _____

2) _____

b. Mental requirement

1) _____

7. Discuss six good work habits.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

8. Match personal characteristics that employers seek in employees listed on the right with the correct descriptions.

_____ a. Being truthful, fair, and straightforward

1. Cheerfulness

_____ b. Being dependable; one who can be counted on

2. Cooperativeness

_____ c. Being happy and hopeful and encouraging others to be so

3. Diligence

4. Enthusiasm

_____ d. Giving steady, earnest, and energetic effort to a task and trying patiently until the task is done

5. Honesty

6. Loyalty

_____ e. Showing interest in and excitement for what you are doing

7. Reliability

_____ f. Being willing and able to work with others and to share in the labor and rewards

Written Test

9. Complete statements concerning an overview of ASE by circling the correct answers.
- a. Is an independent, non-profit organization that conducts (mandatory, voluntary) testing and certification of automotive technicians
 - b. Offers certification tests in the following specialties: (circle all six that apply)
(automobile/light truck, air conditioning and refrigeration repair, alternate fuels, collision repair, computer repair, medium/heavy duty truck, engine machinist, welding, electrical wiring, parts specialist)
 - c. ASE tests over (100,000, 1 million) technicians annually.
 - d. ASE tests are administered (once, twice) a year at over 500 testing sites.
10. Describe the four steps required for ASE certification.
- a. _____
 - b. _____
 - c. _____
 - d. _____
11. List five of the six ASE testing and certification areas for medium/heavy duty truck technicians.
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

*Permission to duplicate this test is granted.

Introduction to Diesel Technology

Unit 1

Answers to Written Test

1.

a.	5	d.	3	g.	12
b.	8	e.	13	h.	1
c.	10	f.	2	i.	4
2.
 - a. Experienced
 - b. Increases
 - c. High
 - d. 20%
 - e. Formal
3. Any five of the following:
 - a. Electric power plants (generators)
 - b. Automotive vehicles (medium/heavy duty trucks, buses, and some automobiles)
 - c. Agriculture (farm) equipment (tractors, combines)
 - d. Railroad locomotives (trains)
 - e. Construction equipment (rock crushers, cranes, loaders)
 - f. Road building equipment (bulldozers, road graders)
 - g. Marine engines (ships, boats)
 - h. Mining equipment
 - i. Specialized military equipment (tanks)
4. Any two of the following:
 - a. Repair and maintain diesel engines using hand and power tools, precision measuring instruments, and machine tools.
 - b. Diagnose trouble, disassemble engines, and examine parts for defects and excessive wear.
 - c. Recondition and replace parts (such as pistons, bearings, gears, valves, and bushings) using engine lathes, boring machines, hand tools, and precision measuring instruments.
 - d. May weld and cut parts using arc-welding and flame cutting equipment.
 - e. May specialize in one or more vehicle systems or components (such as fuel system, electrical system, brake system, etc.)
5. Any three of the following:
 - a. High school vocational programs
 - b. Post-secondary (adult) vocational or technical programs
 - c. Privately owned trade schools
 - d. On-the-job or apprenticeship training
 - e. College and junior college programs
 - f. Vehicle manufacturer's training centers
 - g. Component or equipment manufacturer's training programs
 - h. Company- or agency-run training programs
 - i. Workshops and short-term courses for special requirements

Answers to Written Test

6. a. Any two of the following:
- 1) Good general health
 - 2) Good eye-hand coordination
 - 3) Good hearing and eyesight
 - 4) Good color perception (not color blind)
- b. Either one of the following:
- 1) Good reading, math, and science skills that can be applied to this field
 - 2) Good critical thinking (problem solving) skills
7. Any six of the following:
- a. Respect authority, accept criticism from supervisor, and control temper.
 - b. Participate as a team member.
 - c. Treat others as you expect to be treated.
 - d. Follow all rules, regulations, and policies.
 - e. Follow directions and instructions.
 - f. Perform assigned duties and responsibilities.
 - g. Show interest and enthusiasm about work.
 - h. Take pride in your work.
 - i. Be conscious of waste in materials and time.
 - j. Be punctual.
 - k. Use tools and equipment correctly.
 - l. Be honest.
 - m. Be willing to learn and adapt to change.
8. a. 5 d. 3
b. 7 e. 4
c. 1 f. 2
9. a. Voluntary
b. Automobile/light truck, alternate fuels, collision repair, medium/heavy duty truck, engine machinist, and parts specialist
c. 100,000
d. Twice
10. a. Complete two years of hands-on experience or one year of hands-on experience and a period of ASE-accepted training.
b. Register to take one or more ASE tests. Pay registration fee and test fee(s).
c. Pass ASE test(s).
d. Recertify every five years by completing a recertification test.

Answers to Written Test

11. Any five of the following:
- a. Diesel engines
 - b. Suspension and steering
 - c. Brakes
 - d. Electrical/electronic systems
 - e. Gasoline engines
 - f. Drive train

Introduction to Diesel Technology
Unit 1

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Analyze Work Situations to
Determine the Importance of Employee Attitudes Rating _____

Comments: _____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Workplace Communication and Customer Service Unit 2

Unit Contents

Teacher Components

	Teacher Page
1. Suggested Activities	
a. Instructional Plan	1
b. Teaching Suggestions	2
c. Resources Used in Developing This Unit	3
d. Suggested Supplemental Resources	3
2. Transparency Masters	
TM 1—Components of Communication	5
TM 2—Body Language Signals	7
3. Teacher Supplement	
TS 1—Listening Test Questions (for Assignment Sheet 4)	9
4. Answers to Assignment Sheets	11
5. Written Test	13
6. Answers to Written Test	21
7. Unit Evaluation Form	25

Student Components

	DT:WS
1. Objective Sheet	13
2. Information Sheet	15
3. Assignment Sheet	
AS 1—Record Your Voice	29
AS 2—Analyze Your Voice	31
AS 3—Evaluate Your Listening Skills	33
AS 4—Follow Oral (Spoken) Directions	35
AS 5—Follow Written Directions	37
AS 6—Apply Communication Skills to Workplace Situations	39

Workplace Communication and Customer Service Unit 2

Suggested Activities

Instructional Plan

Preparation

1. Read the unit carefully and plan for instruction.
2. Review "Teaching Suggestions." Plan for classroom activities.
3. Plan for students with special needs.
4. Obtain films, videotapes, and other resources to supplement instruction of this unit. See "Resources" and "Suggested Supplemental Resources" for more information.
5. Make transparencies from the transparency masters included in this unit.
6. Develop teaching plan. Adjust for different learning styles.
7. Make copies of the Unit Evaluation Form.

Delivery and Application

8. Provide students with unit of instruction.
9. Discuss unit and specific objectives.
10. Discuss information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
11. Discuss the assignment sheets. Review criteria for evaluation of these activities.

Evaluation

12. Discuss the use of the Unit Evaluation Form with students. Discuss the rating scale that will be used for student evaluation.
13. Make copies of the written test. Add or modify test items as needed.
14. Give written test.
15. Compile assignment sheet ratings and written test scores on the Unit Evaluation Form. Add any additional assignments or supplemental activities that should be part of the unit evaluation.
16. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the "Teaching Suggestions" refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. To reinforce **listening skills**, read a piece of written communication to the class, and then ask them specific questions about the communication message. The piece to be read could be a short article from a newspaper or magazine, one page from a novel, a resumé, or a work related report or record. Students should not be allowed to take notes while you read. (**Listening skills**)
2. Contact your local telephone companies and request handouts and/or demonstrations of telephone etiquette. Then discuss the handouts or demonstrations. (**Listening and speaking basic skills; customer service interpersonal skills; application of technology skills**)
3. Collect forms from your local diesel service departments and have students practice filling them out. (**Basic reading and writing skills**)
4. Divide the class into groups of three or four and have them write a brief situation involving difficult communication situations. Have each group present their situation and conduct a two minute discussion of effective methods to handle the situations. (**Basic writing, listening, and speaking skills; problem solving skills; and teamwork skills**)
5. Demonstrate observation skills. With students in pairs, have them stand and face each other for five seconds and observe each other. Then turning back to back one student takes ten seconds to make three changes in his/her appearance. For example, they could remove a ring, unbutton a button, and roll up a sleeve. They then turn face to face and the observer has five seconds to tell the other person what changes were made. Let students trade places and repeat exercise.
6. Demonstrate nonverbal communication skills. Divide the class into groups of three to five students per group. Pass out 3x5 cards with nonverbal communications listed. Give each group different nonverbal communications. Use both positive and negative. Each group presents their signals while the rest of the group writes down what they think the nonverbal communication is and if it is positive or negative.
7. Provide tape recorders, blank tapes, and labels for students to use in Assignment Sheet 1.
8. Refer to Teacher Supplement 1 for the Listening Test Questions needed for Assignment Sheet 4.
9. Have students break into groups to discuss their answers to Assignment Sheet 6. Have them determine the most common reactions, the most original answers, and the "best" answers to the problems. (**Thinking skills, teamwork skills**)

Suggested Activities

Resources Used in Developing This Unit

1. Anderson, Kristin and Ron Zemke. *Delivering Knock Your Socks Off Service*. New York: AMACOM/American Management Association, 1991.
2. Gober, Mary S. *The Art of Giving Quality Service*. Clarence, NY: Gober and Associates, International, 1992.
3. Scott, Dru. *Customer Satisfaction: The Second Half of Your Job*. Los Altos, CA: Crisp Publications, Inc., 1988.

Suggested Supplemental Resources

1. *Successful Living Skills* series.
 - a. *Successful Human Relations*
 - b. *Effective Communication*
 - c. *Effective Social Skills*

These three modules in the series are available in teacher and student books from:

Curriculum and Instructional Materials Center (CIMC)
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(800) 654-4502 or (405) 743-5589

2. *Applied Communication* series. Consists of fifteen teaching modules and videotapes. The following modules are especially appropriate for this unit:
 - a. *Communicating in the Workplace*
 - b. *Communicating with Co-Workers*
 - c. *Communicating with Supervisors*
 - d. *Presenting Your Point of View*
 - e. *Communicating to Solve Interpersonal Conflicts*

These modules and videotapes are available from:

Agency for Instructional Technology (AIT)
Box A
Bloomington, IN 47402-0120
(800) 457-4509 or (812) 339-2203

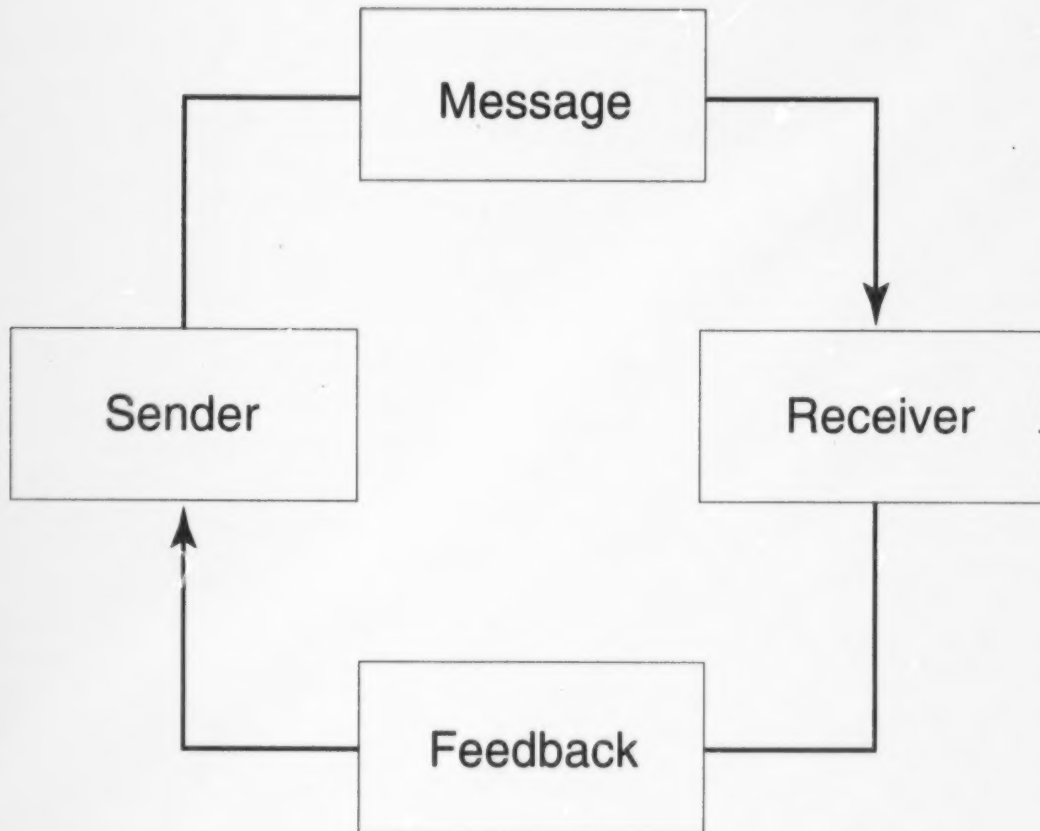
Suggested Activities

3. *12 Steps to Superior Customer Service*, 23-minute videotape that shows how good customer service is the key to business success. 1992.
4. *Sharpening Your Telephone Skills: The Call for Better Service*, 21-minute videotape that shows the type of attention your customers expect. Also covers difficult calls. 1986.
5. *Explosive Situations: Defusing the Angry Customer*, 23-minute videotape that demonstrates how to calm an angry customer, find the quickest resolution to the problem, and retain customer loyalty while doing it. 1990.
6. *Many Hear—Some Listen*, 12-minute videotape that illustrates the various listening styles of three types of characters—the non-attender, the assumer, and the word-picker. 1975.
7. *Communication by Voice and Action*, 14-minute videotape that illustrates nonverbal communication. 1979.
8. *Communicating Effectively*, 18-minute videotape that shows the secrets to verbal and nonverbal communication and suggestions for overcoming communication problems. 1992.

3 - 8 are available from:

Coronet/MTI Film and Video
4350 Equity Drive
Columbus, OH 43228
(800) 231-3106
(614) 771-7364 (FAX)

Components of Communication



Body Language Signals



Positive

Negative



Workplace Communication and Customer Service Unit 2

Teacher Supplement 1—Listening Test Questions (for Assignment Sheet 4)

These are the questions to ask students in Assignment Sheet 4, "Follow Spoken (Oral) Directions." The test combines the skills of listening and following directions. After each student is supplied with Assignment Sheet 4, read each instruction only once. Enunciate clearly and read slowly.

1. Write *yes* if your name begins with a vowel or consonant.
2. Of the words "*brakes*" and "*fuel*," write the shorter.
3. Write *no* if you think that cement is heavier than feathers.
4. Write the numbers 2, 7, 9, 5, and 8, and circle the largest.
5. If you did not circle 8, make a cross; if you did, make a square.
6. If screwdrivers screw screws, complete this sentence correctly: *Hammers pound*

7. If $3\frac{1}{2} \times 2 = 8$, make a circle; if not, make two dots.
8. Provide the incorrect answer to this question: *Does wood come from trees?*
9. If Washington was not the first president of the United States, write the shorter of the words *red* and *green*; if he was, sign your name.

(Instructor: Read Number 10 through entirely first, and then read it a sentence at a time as the students follow directions.)

10. Draw two circles approximately the size of a dime side by side horizontally about 1 inch apart. Place an "X" in the right-hand circle, its top ends touching the top circumference and its bottom ends approximately centered in the circle. Draw a dot in the center of the left-hand circle approximately the size of the perforation in a three-hole page.

Workplace Communication and Customer Service Unit 2

Answers to Assignment Sheets

Assignment Sheets 1-3 — Student performance should be evaluated according to the criteria listed on each assignment sheet.

Assignment Sheet 4 — Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the exercise may be evaluated using the following as a guide.

1. Yes
2. Fuel
3. No
4. 2, 7, 9, 5, 8
5. +
6. Nails
7. . .
8. No
9. (student's signature)
- 10.



Assignment Sheet 5 — Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the exercise may be evaluated using the following as a guide.

The student's name in the upper left-hand corner of the assignment sheet should be the only answer; the rest of the assignment should be blank.

Assignment Sheet 6 — Student performance should be evaluated according to the criteria listed on the assignment sheet.

Workplace Communication and Customer Service
Unit 2

Written Test

Name _____ Date _____ Score _____

1. Match the terms on the right with the correct definitions.

- | | | |
|----------|---|-----------------------|
| _____ a. | Technical language of any particular group | 1. Articulating |
| _____ b. | Informal, nonstandard vocabulary, often ungrammatical | 2. Body language |
| _____ c. | Process by which information is exchanged between individuals through a common system of symbols, signs, or behavior | 3. Communication |
| _____ d. | Gestures, mannerisms, facial expressions, body movements, posture, and physical appearance of an individual which communicate information and attitudes to the receiver | 4. Customer |
| _____ e. | Person who purchases a product or service | 5. Customer relations |
| _____ f. | Preconceived judgment or opinion based on insufficient or incorrect knowledge | 6. Dialect |
| _____ g. | Receiving, processing, and evaluating sounds | 7. Empathy |
| _____ h. | Physical process of receiving sounds | 8. Hearing |
| _____ i. | Sharing another person's feelings of emotions; putting one's self in another's place | 9. Jargon |
| _____ j. | Positive interaction between a business and its customers | 10. Listening |
| | | 11. Prejudice |
| | | 12. Slang |
| | | 13. Stress |

2. State three goals of communication.

- a. _____
- b. _____
- c. _____

Written Test

3. Match components of communication on the right with the correct descriptions.
- | | |
|--|-------------|
| _____ a. Ideas, thoughts, or values | 1. Feedback |
| _____ b. Returning information to the sender after an action or process, primarily to evaluate or correct the sender | 2. Message |
| _____ c. One who initiates communication effort | 3. Receiver |
| | 4. Sender |
4. Distinguish between the types of communication by placing an "N" next to the descriptions or examples of nonverbal communication and a "V" next to those that represent verbal communication.
- _____ a. Communication using words, oral and written
- _____ b. Examples include conversations and speeches
- _____ c. Examples include smells, body language, and safety symbols
- _____ d. Communication sent in ways other than by words
- _____ e. Examples include service manuals and letters
- _____ f. Examples include bar codes to be read by computers, colors, and traffic signs (symbols or colors)
5. Distinguish between positive and negative examples of body language by placing a "P" next to the positive examples and an "N" next to the negative examples.
- _____ a. Frequent eye contact
- _____ b. Staring
- _____ c. Stiff, aggressive stance with arms raised and feet apart
- _____ d. Yawning, nail biting, pulling at hair or clothing
- _____ e. Open palm, hands away from the body, palms up
- _____ f. Head held high, shoulders upright
- _____ g. Clenched fist, closed body, crossed arms
- _____ h. Frowning facial expression with clenched teeth
- _____ i. Drooping head and shoulders
- _____ j. Relaxed, alert manner of standing or sitting

Written Test

6. Classify each of the following common barriers to effective communication according to the following causes:

E — Caused by environment or culture

R — Caused by receiver

S — Caused by sender

- _____ a. Poor listening skills or habits
- _____ b. Poor voice quality
- _____ c. Noise and background sounds
- _____ d. Language differences and prejudice
- _____ e. Using confusing terms and phrases such as foreign phrases, dialects, or slang
- _____ f. Using technical terms and jargon
- _____ g. Hearing impairment
- _____ h. Speech impediments such as a lisp or stutter

7. Match major communication skills required in the diesel technology trade on the right with the correct descriptions.

- | | |
|---|--------------|
| _____ a. Approximately 9% of your time will be spent doing this on estimates and inspection reports. | 1. Listening |
| _____ b. Approximately 16% of your time on the job will be spent doing this on service manuals, work orders, and computer diagnostic printouts. | 2. Reading |
| _____ c. Approximately 50% of your time will be spent doing this. It is used the most. | 3. Speaking |
| | 4. Writing |

8. Select from the following list the appropriate guidelines for improving your reading skills by placing an "X" next to the correct ones.

- _____ a. Get comfortable with good light.
- _____ b. Read things twice.
- _____ c. Never read aloud.
- _____ d. Pass over anything you don't understand.

30

Written Test

9. Distinguish between correct and incorrect guidelines for improving your writing skills by circling "Do" or "Don't" as appropriate.
- a. (Do) (Don't) find the right place (away from distractions).
 - b. (Do) (Don't) use an outline.
 - c. (Do) (Don't) use big, technical words.
 - d. (Do) (Don't) use long sentences.
 - e. (Do) (Don't) be accurate.
 - f. (Do) (Don't) cover the who, what, where, when, why, how, and how much.
 - g. (Do) (Don't) follow the standard rules of grammar, spelling, punctuation, and capitalization.
 - h. (Do) (Don't) check for typos, misspelled words, and words left out.
10. Select from the following list the appropriate guidelines for improving your speaking skills by placing an "X" next to the correct ones.
- _____ a. Get organized. Plan what you are going to say. Write it down if necessary.
 - _____ b. Talk "down" to your listeners, especially if they are customers.
 - _____ c. Maintain eye contact.
 - _____ d. Always have your listeners do two things at once such as listen and fill out forms so they won't get bored.
 - _____ e. Check your voice quality and make any improvements necessary.
 - _____ f. Run your words together if you want to speak faster.
 - _____ g. Use high-level (big words) and vague language.
 - _____ h. Never use visual aids such as sketches or diagrams.
 - _____ i. Use jargon with customers and slang with co-workers.
 - _____ j. Avoid assumptions, generalizations, and stereotypes.
 - _____ k. Avoid distracting mannerisms.
 - _____ l. Never ask for feedback. Most people will understand you.

Written Test

11. Distinguish between correct and incorrect guidelines for improving your listening skills by circling "Do" or "Don't" as appropriate.

- a. (Do) (Don't) eliminate visual and auditory distractions.
- b. (Do) (Don't) let your mind wander while you pretend to listen.
- c. (Do) (Don't) rush the speaker.
- d. (Do) (Don't) draw hasty conclusions or make assumptions.
- e. (Do) (Don't) hear the verbal message and watch for the nonverbal message.
- f. (Do) (Don't) get defensive.
- g. (Do) (Don't) judge the sender.
- h. (Do) (Don't) reinforce and/or acknowledge the sender by returning nonverbal feedback with eye contact, nodding or shaking your head, and smiling or frowning as appropriate.
- i. (Do) (Don't) take notes if the message is long or complex.
- j. (Do) (Don't) ask questions for more information.
- k. (Do) (Don't) interrupt.
- l. (Do) (Don't) summarize what you heard and verify the message with the sender.

12. Discuss two guidelines for following directions in the workplace.

- a. _____

- b. _____

13. Select from the following list the appropriate guidelines for using the telephone correctly by placing an "X" next to the correct ones.

- a. When answering a call,
 - _____ 1) Answer on fifth or sixth ring.
 - _____ 2) Use a pleasant, friendly voice.
 - _____ 3) Answer the phone with "Hello" only. Never give your name.

Written Test

- _____ 4) Speak into the receiver, which should be held about 3-4 inches from your mouth.
- _____ 5) Jot down the caller's name immediately.
- _____ 6) If you must make the caller wait, apologize for the delay when you return to the call.
- _____ 7) Take messages carefully. Have the caller spell out details, if necessary.

b. When placing a call,

- _____ 1) Plan your conversation before calling.
- _____ 2) Let the phone ring 2 to 3 times before hanging up.
- _____ 3) When the phone is answered, state your full name, the name of your business, and the reason for the call.
- _____ 4) When you have completed the call, thank the other person for his or her assistance or time and hang up quietly.
- _____ 5) The business phone may also be used for personal calls. You do not need permission.

14. Discuss three customer expectations about what they expect you to be.

- a. _____
- b. _____
- c. _____

15. Arrange in order the steps for solving customer service problems and complaints by placing the correct sequence number (1-8) in the appropriate blanks.

- _____ a. Follow up to ensure customer satisfaction. Be sure to keep your promises.
- 5 b. Find out what the customer wants.
- 4 c. Repeat back to the customer what you heard to be the problem. Use your notes if necessary.
- _____ d. Fix the problem quickly and fairly as agreed upon by you and the customer.
- _____ e. Ask questions as needed to understand the problem.
- _____ f. Offer a solution to the problem or give alternatives. Be positive. Tell them what you *can* do, not what you cannot do.

Written Test

- _____g. Apologize and show that you want to help solve their problem.
- _____h. Listen carefully to understand the problem. Pay attention to their verbal and nonverbal messages. Don't argue with the customer, don't interrupt, and don't try to place blame. Your job is to solve the customer's problem, not to decide who is right and who is wrong.
16. List the two positive outcomes of complaints.
- a. _____
- b. _____
17. Describe the basic elements of courtesy with at least two examples.
- a. _____
- b. _____
- Examples: _____
- c. _____
- Examples: _____
18. List four times to thank customers.
- a. _____
- b. _____
- c. _____
- d. _____
19. Discuss two things to remember about customers.
- a. _____
- _____
- b. _____
- _____

*Permission to duplicate this test is granted.

Workplace Communication and Customer Service Unit 2

Answers to Written Test

1.

a.	9	f.	11
b.	12	g.	10
c.	3	h.	8
d.	2	i.	7
e.	4	j.	5
2. Any three of the following:
 - a. To give information to others
 - b. To obtain information from others
 - c. To express feelings
 - d. To solve problems through communication
 - e. To persuade others to change an attitude or behavior
3.

a.	2
b.	1
c.	4
4.

a.	V	d.	N
b.	V	e.	V
c.	N	f.	N
5.

a.	P	f.	P
b.	N	g.	N
c.	N	h.	N
d.	N	i.	N
e.	P	j.	P
6.

a.	R	e.	S
b.	S	f.	S
c.	E	g.	R
d.	E	h.	S
7.

a.	4
b.	2
c.	1
8. a, b
9.

a.	Do	e.	Do
b.	Do	f.	Do
c.	Don't	g.	Do
d.	Don't	h.	Do

Answers to Written Test

10. a, c, e, j, k
11. a. Do e. Do i. Do
 b. Don't f. Don't j. Do
 c. Don't g. Don't k. Don't
 d. Don't h. Do l. Do
12. Any two of the following:
- a. Never begin a task until you have heard or read *all* of the directions.
 - b. Be sure that you understand the directions.
 - c. Ask for assistance or clarification as needed.
13. a. 2, 5, 6, 7
 b. 1, 3, 4
14. Any three of the following:
- a. **Neat and clean**—First impressions are the most lasting.
 - b. **Responsive**—Listen and take action to satisfy their wants and needs.
 - c. **Courteous**—Treat them as you would like to be treated.
 - d. **Empathetic**—Try to see things from their point of view.
 - e. **Knowledgeable**—Know the products, know your company (policies, etc.), know how to listen, and know how to solve problems.
 - f. **Reliable**—Give consistent quality service. Don't make promises that you cannot keep.
15. a. 8 e. 3
 b. 5 f. 6
 c. 4 g. 1
 d. 7 h. 2
16. a. Complaints point out areas that need improvement.
 b. Complaints give you a second chance to provide service and satisfaction to dissatisfied customers.
17. Description should include all three elements with at least two examples for b and c.
- a. Attitude of sincere caring and wanting to help
- Note: Attitude is the key to success.
- b. Correct words and phrases
- Examples: Please, Thank you, I'm sorry to keep you waiting, Hello, Good morning, You're welcome, (others may be given)

Answers to Written Test

c. Courteous actions

Examples: Acknowledge people immediately—look at them and greet them, Show customers that you are ready to help them and not that they are interrupting you, Always introduce yourself, Make eye contact, Smile, Don't interrupt, Invite customers to sit down, Offer refreshments, Volunteer to help (or give directions or suggestions), Admit and apologize for mistakes, Keep customers informed as they wait, Keep your work area clean, (others may be given)

18. Any four of the following:

- a. When they do business with you
- b. When they compliment you or your company
- c. When they offer comments or suggestions
- d. When they recommend you to a friend
- e. When they are patient
- f. When they make your job easier by being prepared (such as when they have all the necessary papers, receipts, or service records you need)
- g. When they complain to you—they are giving you a second chance
- h. When they make you smile!

19. Any two of the following:

- a. Remember that customers are not dependent on us, we are dependent on them.
- b. Remember that customers are not interruptions of our work, they are the purpose of our work.
- c. Remember that we are not doing customers favors, they are doing us a favor by giving us the opportunity for their business.
- d. Remember that the customer is not always right, but they are always the customer.
- e. Remember that without customers, you would be without a job.

**Workplace Communication and Customer Service
Unit 2**

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Record Your Voice Rating _____

Comments: _____

Assignment Sheet 2—Analyze Your Voice Rating _____

Comments: _____

Assignment Sheet 3—Evaluate Your Listening Skills Rating _____

Comments: _____

Assignment Sheet 4—Follow Oral (Spoken) Directions Rating _____

Comments: _____

Assignment Sheet 5—Follow Written Directions Rating _____

Comments: _____

Assignment Sheet 6—Apply Communication Skills to
Workplace Situations Rating _____

Comments: _____

Written Test Scores

Pretest _____

Posttest _____

Other _____

Unit Evaluation Form

Other _____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Job Application Unit 3

Unit Contents

Teacher Components

	Teacher Page
1. Suggested Activities	
a. Instructional Plan	1
b. Teaching Suggestions	2
c. Resources Used in Developing This Unit	2
d. Suggested Supplemental Resources	3
2. Transparency Masters	
TM 1—Sample Resume	5
TM 2—Sample Letter of Application	7
3. Written Test	9
4. Answers to Written Test	13
5. Unit Evaluation Form	15

Student Components

	DT:WS
1. Objective Sheet	43
2. Information Sheet	45
3. Student Supplements	
SS 1—Sample Interview Questions	51
SS 2—The No-No Negatives for an Interview	53
SS 3—Guidelines for Writing a Resume	55
SS 4—Guidelines for Writing a Letter of Application	59
SS 5—Evaluating a Job Offer	61
SS 6—Compare Employment Opportunities	63
4. Assignment Sheets	
AS 1—Compile a List of Employment Opportunities in Diesel Technology in Your Community	67
AS 2—Write a Resume	69

Unit Contents

4. Assignment Sheets (continued)

AS 3—Write a Letter of Application for Employment in Diesel Technology	71
AS 4—Complete an Employment Application Form for a Position in Diesel Technology	75
AS 5—Make an Appointment by Phone for a Diesel Technology Employment Interview	79
AS 6—Practice Interview Questions	81
AS 7—Follow-up an Interview with a Letter or Call	83

Job Application Unit 3

Suggested Activities

Instructional Plan

Preparation

1. Read the unit carefully and plan for instruction.
2. Review "Teaching Suggestions." Plan for classroom activities.
3. Plan for students with special needs.
4. Obtain films, videotapes, and other resources to supplement instruction of this unit. See "Resources" and "Suggested Supplemental Resources" for more information.
5. Make transparencies from the transparency masters included in this unit.
6. Develop teaching plan. Adjust for different learning styles.
7. Make copies of the Unit Evaluation Form.

Delivery and Application

8. Provide students with unit of instruction.
9. Discuss unit and specific objectives.
10. Discuss information sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
11. Discuss the student supplements. Explain to students how you plan to evaluate the supplements, if at all.
12. Discuss the assignment sheets. Review criteria for evaluation of these activities.

Evaluation

13. Discuss the use of the Unit Evaluation Form with students. Discuss the rating scale that will be used for student evaluation.
14. Make copies of the written test. Add or modify test items as needed.
15. Give written test.

Suggested Activities

16. Compile assignment sheet ratings and written test scores on the Unit Evaluation Form. Add any additional assignments or supplemental activities that should be part of the unit evaluation.
17. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in boldface type in the "Teaching Suggestions" refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for a private or public employment agency representative to talk to the class about the services these agencies offer to job seekers. (**Listening and speaking skills and career awareness skills**)
2. Show examples of various resumé—ones with different formats and ones with various levels of work experience. (**Career awareness skills**)
3. Arrange for a local business's personnel director or an occupational guidance director to talk to the class about interview techniques. Have them discuss what businesses are looking for in job applicants. Also have them go over common mistakes that job applicants make during an interview. (**Listening and speaking skills, career awareness skills, and organizational effectiveness skills**)
4. Show examples of various letters of application. Discuss other business letter formats that are acceptable. (**Career awareness skills**)
5. Show examples of actual application forms from local businesses. Discuss the similarities and differences among the examples. Point out that questions concerning race, creed, color, national origin, sex, age, veteran status, handicaps, or disabilities may not legally be asked on a job application. Tell students that if such questions appear on the application, they may choose to answer them with "N/A" or may answer such questions at their discretion. (**Career awareness skills**)

Resources Used in Developing This Unit

1. Allen, Jeffrey G. *The Perfect Follow-Up Method to Get the Job*. New York: John Wiley & Sons, Inc., 1992.
2. Clark, Elton, et. al. *Diesel Fundamentals*. Stillwater, OK: MAVCC, 1988.
3. Farr, J. Michael and Susan Christophersen. *Getting the Job You Really Want*. Indianapolis, IN: JIST Works, Inc., 1991.
4. Farr, J. Michael and Susan Christophersen. *The Two Best Ways to Find a Job*. Indianapolis, IN: JIST Works, Inc., 1992.

Suggested Activities

5. Farr, J. Michael and Susan Christophersen. *Why Should I Hire You?* Indianapolis, IN: JIST Works, Inc., 1992.
6. Fournier, Myra and Jeffrey Spin. *Encyclopedia of Job-Winning Resumes*. Ridgefield, CT: Round Lake Publishing Co., 1991.
7. *The Guide to Basic Resume Writing*. Lincolnwood, IL: VGM Career Horizons/NTC Publishing Group, 1991.
8. Masters, L. Ann and Merle Wood. *Career Planning and Development*. Cincinnati, OH: South-Western Publishing, Co., 1992.
9. Masters, L. Ann and Merle Wood. *Finding and Holding a Job*. Cincinnati, OH: South-Western Publishing, Co., 1992.

Suggested Supplemental Resources

1. Pamphlets

- a. *School and Work Transitions*
- b. *Applying for Jobs*
- c. *Present a Positive Image*

These are available from:

Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090

2. Competency test packages

- a. *The Job Interview Process*
- b. *Preparing a Resume and Writing a Letter of Application*

These are available from:

Occupational Curriculum Lab
Secondary and Higher Education
East Texas State University
Commerce, TX 75428
(214) 886-5624

3. Videotapes

- a. *Job Hunt: Staying on Track*. 1989, 7-minute videotape shows job hunters how to focus on themselves and the work world to choose their direction, and then how to stay organized, motivated, and on track while looking for a job.

Suggested Activities

- b. *Job Interviews: Tipping the Odds*. 1989, 8-minute videotape relates job interviews to a game of skill. While there is an element of chance involved, developing the necessary skills and using them effectively will lead to success. The video describes how to prepare for an interview and then how to assess how the interview went—including what to consider when offered a job.

These videos are available from:

University of Wisconsin-Madison
964 Educational Science Building
Madison, WS 53706
(608) 263-2929

Sample Resumé

TERRY MCKRACKEN
000 YourStreet
AnyTown, YourState 00000-0000
(000) 555-0000

JOB OBJECTIVE: Serviceman I

ULTIMATE GOAL: Truck Engine Specialist

EDUCATION:

AnyTown High School, AnyTown, YourState. Graduated 1994. GPA 2.8.

Today's Technical School, AnyTown, YourState. 1994-Present.

Technical Courses Completed:

- Workplace Skills
- Safety Skills
- Introduction to Diesel Technology
- Diesel Engines

ASE Certified in Diesel Engines—1996

WORK EXPERIENCE:

Bate's Truck Garage
612 West Oak
AnyTown, YourState 00000-1000
(000)555-1000

Job Title: Mechanics Helper
Dates: October 15, 1994 - present

Supervisor: Bill Bates

Duties: Helping other mechanics
Keeping shop clean
Cleaning parts

John Farmer
R.R. 2
AnyTown, YourState 00000-1111
(000) 555-2000

Job Title: Farm Worker
Dates: January 1, 1992 - May 1, 1994

Supervisor: John Farmer

Duties: Feeding livestock
Machinery operation
Machinery maintenance

REFERENCES: Available upon request

Sample Letter of Application

000 YourStreet
AnyTown, YourState 00000-0000
June 15, 1996

Mr. John Jones
Owner
Jones' Diesel Service
Box 200
AnyTown, YourState 00000-2000

Dear Mr. Jones:

Please consider me for the position of Serviceman I which you advertised in the *Daily Chronicle*.

The skills I have learned in my diesel technology courses and my prior work experience should qualify me for this job. A more complete description of my qualifications is given in the enclosed resumé.

I would appreciate the opportunity to come and talk over this position with you at your convenience. I can be reached by telephone at (000) 555-0000 after 5:30 or at the above address.

Sincerely,

Terry McKracken

Terry McKracken

Enclosure—Resumé

Job Application Unit 3

Written Test

Name _____ Date _____ Score _____

1. Match the terms on the right with the correct definitions.

- | | | | |
|----------|--|-----|----------------------------------|
| _____ a. | Clubs, organizations, and social or church groups in which one participates | 1. | Application form |
| _____ b. | Brief, typed summary of one's qualifications, experience, and personal background that is used in applying for a job | 2. | Blind ad |
| _____ c. | Classified advertisement telling of a position opening and the qualifications sought | 3. | Employment office |
| _____ d. | Payment of money for labor or services, usually on an hourly, weekly, or monthly basis | 4. | Equal opportunity employer (EOE) |
| _____ e. | Meeting of employer and job applicant for purpose of evaluation and questioning | 5. | Extracurricular activities |
| _____ f. | Business or agency designed to help individuals find employment | 6. | Fringe benefits |
| _____ g. | Printed form on which job applicants record information about their personal history, job history, education, and references | 7. | Help wanted ad |
| _____ h. | Written statement outlining responsibilities of an individual within a business or industry | 8. | Interview |
| _____ i. | Experience, education, and physical and mental characteristics which suit a person to a job | 9. | Job description |
| _____ j. | Incentives other than salary provided by an employer | 10. | Legible |
| | | 11. | Qualifications |
| | | 12. | Resumé |
| | | 13. | Vocational preparation |
| | | 14. | Wage |

2. List seven places of employment for diesel technicians.

- a. _____
- b. _____
- c. _____

60

Written Test

- d. _____
- e. _____
- f. _____
- g. _____

3. Arrange in order the steps to take to become employed by placing the correct sequence numbers (1-7) in the appropriate blanks.

- _____ a. Interview with personnel office (large company) or business owner, manager, or supervisor.
- _____ b. Write a letter of application (cover letter).
- _____ c. Prepare a personal resumé.
- _____ d. Arrange for or respond to a call for an interview.
- _____ e. Follow-up the interview with a letter, call, or visit.
- 4 f. Complete an application form provided by the business.
- _____ g. Locate employment opportunities in your chosen field.

4. List three means of locating employment.

- a. _____
- b. _____
- c. _____

5. Select true statements about preparing for an interview by placing a "T" or "F" next to the true or false statements.

- _____ a. Always wear "church" clothes, preferably a dark suit.
- _____ b. Be well-groomed, clean, and neat.
- _____ c. Only take a pencil with you.
- _____ d. Take a friend or family member with you to keep you company while you wait.
- _____ e. Arrive 30 minutes before the appointment time.
- _____ f. Find out facts about the interviewer and the business before the interview if possible.

Written Test

6. Describe six positive ways to conduct yourself during an interview.
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
7. Complete statements concerning special considerations for answering interview questions by circling the correct answers.
- a. (Do) (Do not) interrupt.
 - b. Anticipate questions that might be asked and (volunteer) (avoid) proper information.
 - c. (Do) (Do not) explain "yes" and "no" answers.
 - d. (Do) (Do not) criticize former employers or competitors.
 - e. (Do) (Do not) talk about personal problems.
 - f. (Do) (Do not) answer all questions honestly.
 - g. Give (positive) (negative) answers to unfavorable questions.
 - h. Try to mention your (best) (worst) qualities in relation to something concrete.
 - i. (Be prepared for) (Refuse to answer) personal questions about your home life and parents' occupations.
 - j. Answer questions about career objectives using (vague) (specific) terms about what you would like to do in the near future without limiting your opportunities.

*Permission to duplicate this test is granted.

Job Application Unit 3

Answers to Written Test

1. a. 5 f. 3
 b. 12 g. 1
 c. 7 h. 9
 d. 14 i. 11
 e. 8 j. 6

2. Any seven of the following:

- a. Independent repair shops
- b. Service departments of dealers and distributors
- c. Sales agencies and manufacturers of diesel engines
- d. Truck leasing companies
- e. Federal, state, and local government vehicle maintenance depots
- f. Electric power plants
- g. Railroad locomotive shops
- h. Fuel injection repair stations
- i. Marine
- j. Oil fields
- k. Mining
- l. Agriculture
- m. Heavy equipment
- n. Bus garage
- o. Electrical repair shop
- p. Remanufacture shop
- q. Airports—ground support equipment maintenance shop

3. a. 6 e. 7
 b. 3 f. 4
 c. 2 g. 1
 d. 5

4. Any three of the following:

- a. Classified ads in newspapers or trade magazines
 - b. Employment offices—private, state, federal, industrial
 - c. Letter of inquiry
 - d. Networking
- Current workers in the industry
 - Former employers
 - Friends and neighbors
 - School officials such as counselors, placement officers, principals, and teachers

Answers to Written Test

5. a. F d. F
 b. T e. F
 c. F f. T

6. Any six of the following:

- a. Smile and establish eye contact with interviewer.
- b. Give a firm handshake.
- c. Listen attentively; do not daydream.
- d. Introduce yourself.
- e. Be seated only at interviewer's invitation.
- f. Control signs of nervousness.
- g. Do not place personal things on interviewer's desk.
- h. Do not smoke or chew gum or tobacco.
- i. Look alert and enthusiastic.
- j. Speak in clear, moderate tones.
- k. Use correct English. Avoid slang terms.
- l. Show interest in the business and ask questions as needed.
- m. Relate your own experiences to the requirements of the job.
- n. Be alert to clues the interview is ending.
- o. Thank the interviewer for his/her time.

7. a. Do not
 b. Volunteer
 c. Do
 d. Do not
 e. Do not
 f. Do
 g. Postive
 h. Best
 i. Be prepared for
 j. Specific

Job Application Unit 3

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Compile a List of Employment
Opportunities in Diesel Technology in Your Community

Rating _____

Comments: _____

Assignment Sheet 2—Write a Resumé

Rating _____

Comments: _____

Assignment Sheet 3—Write a Letter of Application for
Employment in Diesel Technology

Rating _____

Comments: _____

Assignment Sheet 4—Complete an Employment
Application Form for a Position in Diesel Technology

Rating _____

Comments: _____

Assignment Sheet 5—Make an Appointment by Phone
for a Diesel Technology Employment Interview

Rating _____

Comments: _____

Assignment Sheet 6—Practice Interview Questions

Rating _____

Comments: _____

Unit Evaluation Form

Assignment Sheet 7—Follow-up an Interview with
a Letter or Call

Rating _____

Comments: _____

Written Test Scores

Pretest _____

Posttest _____

Other _____

Other _____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

• Diesel Technology

Workplace Skills



MAVCC
Student Edition

Diesel Technology: Workplace Skills

Student Edition

Written by

Mary Kellum

Developed by

The Multistate Academic and Vocational Curriculum Consortium, Inc.
(MAVCC)

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Diesel Technology: Workplace Skills

Student Edition

Table of Contents

DT:WS

Unit 1: Introduction to Diesel Technology	1
Unit 2: Workplace Communication and Customer Service	13
Unit 3: Job Application	43

Introduction to Diesel Technology Unit 1

Objective Sheet

Unit Objective

After completing this unit, the student should be able to describe the duties of diesel mechanics/technicians, complete statements about ASE, and analyze work situations as they relate to attitudes. The student should demonstrate these competencies by completing the assignment sheet and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to an introduction to diesel technology with their correct definitions.
2. Complete statements concerning the occupational outlook for diesel mechanics/technicians.
3. List diesel engine applications.
4. Describe basic duties of diesel mechanics/technicians.
5. List the most common sources of training for diesel mechanics/technicians.
6. Describe the student requirements for the diesel technology program.
7. Discuss good work habits.
8. Match personal characteristics that employers seek in employees with the correct descriptions.
9. Complete statements concerning an overview of ASE.
10. Describe the steps required for ASE certification.
11. List the ASE testing and certification areas for medium/heavy duty truck technicians.
12. Analyze work situations to determine the importance of employee attitudes. (Assignment Sheet 1)

Introduction to Diesel Technology

Unit 1

Information Sheet

1. Terms and definitions

- a. **Apprenticeship**—Formal program of training in which a student works with professionals in a trade to learn the skills involved
- b. **ASE**—Abbreviation for National Institute of Automotive Service Excellence, a nonprofit corporation that works to ensure high-quality automotive service
- c. **Automobile**—Four-wheeled vehicle designed for passenger transportation; usually powered by gasoline engine
- d. **Automotive service**—Maintenance and repair of vehicles (automobiles and trucks) and the various components used in vehicles
- e. **Certification**—Recognition by a certifying agency for someone who has reached a certain level of professional development by meeting standards set by the agency
- f. **Mechanic**—One who repairs machines
- g. **NATEF**—Abbreviation for National Automotive Technicians Education Foundation, an organization that develops and encourages technical education for automotive service specialists
- h. **Specialist**—Someone who works in a limited area of trade, especially someone who has a high degree of knowledge and highly developed skills within that area

Examples: Engine rebuild specialist, brake specialist, transmission specialist
- i. **Technical**—Specialized and usually practical knowledge about a mechanical or scientific art or skill
- j. **Technician**—One who has both technical and technological skills and knowledge about a mechanical or scientific subject
- k. **Technological**—Improved technical processes that increase the productivity of machines and eliminate manual (hand) operations, especially through the use of electronics and computers
- l. **Trade**—Specific industry or group of businesses related by a common product, process, or service
- m. **Truck**—Vehicle usually having a short chassis equipped for attaching a trailer designed for hauling of freight; usually powered by diesel engine

Note: Truck weight classifications range from light-duty trucks (up to 14,000 gross vehicle weight [GVW] in pounds) to medium-duty trucks (14,001-26,000 GVW) to heavy-duty trucks (26,001-33,000 GVW and over).

Information Sheet

2. Occupational outlook for diesel mechanics/technicians

- a. Job opportunities result each year from the need to replace experienced mechanics/technicians who are promoted, retired, or transferred to related fields of work.
- b. The number of diesel engine applications increases each year requiring more mechanics/technicians to service them.
- c. Demand for diesel power continues to increase due to the added economy, endurance, and high efficiency of the diesel engine as compared to other power units.
- d. Employment is expected to increase by about 20% from 1992 to 2005. This represents an increase from 400,000 to approximately 475,000 jobs.
- e. Opportunities should be best for people who complete formal training programs.

3. Diesel engine applications

- a. Electric power plants (generators)
- b. Automotive vehicles (medium/heavy duty trucks, buses, and some automobiles)
- c. Agriculture (farm) equipment (tractors, combines)
- d. Railroad locomotives (trains)
- e. Construction equipment (rock crushers, cranes, loaders)
- f. Road building equipment (bulldozers, road graders)
- g. Marine engines (ships, boats)
- h. Mining equipment
- i. Specialized military equipment (tanks)

4. Basic duties of diesel mechanics/technicians (according to DOT 625.281-010, any industry)

- a. Repair and maintain diesel engines using hand and power tools, precision measuring instruments, and machine tools
- b. Diagnose trouble, disassemble engines, and examine parts for defects and excessive wear
- c. Recondition and replace parts (such as pistons, bearings, gears, valves, and bushings) using engine lathes, boring machines, hand tools, and precision measuring instruments
- d. May weld and cut parts using arc-welding and flame cutting equipment

Information Sheet

- e. May specialize in one or more vehicle systems or components (such as fuel system, electrical system, brake system, etc.)

Note: Many businesses begin a new employee at the apprentice, trainee, or helper level. Employees can then progress up the career ladder as they gain experience and education. Those with special abilities may eventually go into management or sales.

5. Most common sources of training for diesel mechanics/technicians

- a. High school vocational programs
- b. Post-secondary (adult) vocational or technical programs
- c. Privately owned trade schools
- d. On-the-job or apprenticeship training
- e. College and junior college programs
- f. Vehicle manufacturer's training centers
- g. Component or equipment manufacturer's training programs
- h. Company- or agency-run training programs
- i. Workshops and short-term courses for special requirements

Examples: Asbestos safety training, vehicle recall service training, technology updates

6. Student requirements for the diesel technology program

- a. Physical requirements
 - 1) Good general health
 - 2) Good eye-hand coordination
 - 3) Good hearing and eyesight
 - 4) Good color perception (not color blind)
- b. Mental requirements
 - 1) Good reading, math, and science skills that can be applied to this field
 - 2) Good critical thinking (problem solving) skills

Information Sheet

7. Good work habits

- a. Respect authority, accept criticism from supervisor, and control temper.
- b. Participate as a team member.
- c. Treat others as you expect to be treated.
- d. Follow all rules, regulations, and policies.

Examples: Safety rules, company policies, state/federal regulations, etc.

- e. Follow directions and instructions.
- f. Perform assigned duties and responsibilities.
- g. Show interest and enthusiasm about work.
- h. Take pride in your work.
- i. Be conscious of waste in materials and time.
- j. Be punctual.
- k. Use tools and equipment correctly.
- l. Be honest.
- m. Be willing to learn and adapt to change.

8. Personal characteristics that employers seek in employees

- a. **Honesty**—Being truthful, fair, and straightforward
- b. **Reliability**—Being dependable; one who can be counted on
- c. **Cheerfulness**—Being happy and hopeful and encouraging others to be so
- d. **Diligence**—Giving steady, earnest, and energetic effort to a task and trying patiently until the task is done
- e. **Enthusiasm**—Showing interest in and excitement for what you are doing
- f. **Cooperativeness**—Being willing and able to work with others and to share in the labor and rewards
- g. **Loyalty**—Being faithful to another person or organization and supporting the other through words and actions

Information Sheet

Note: These are the characteristics that employers said are most important to them when hiring someone. Workers who have these characteristics are said to have a "good attitude." A general rule about getting and keeping a job is that you are hired based on your *skills* and fired based on your *attitudes*. If you have good technical skills but turn out to be lazy, dishonest, or unreliable, you will probably lose your job. This is why it is important not only to learn how to work with tools, technical parts, and reference materials, but also how to work with supervisors, co-workers, and customers. You need to learn both good skills and good attitudes in order to be successful in the workplace.

9. Overview of ASE

- a. Is an independent, non-profit organization that conducts voluntary testing and certification of automotive technicians
- b. Offers twenty-four certification tests in the following specialties:
 - 1) Automobile/light truck
 - 2) Alternate fuels
 - 3) Collision repair (auto body)
 - 4) Medium/heavy duty truck
 - 5) Engine machinist
 - 6) Parts specialist
- c. ASE tests over 100,000 technicians annually.
- d. ASE tests are administered twice a year at over 500 testing sites.

Note: Ask your instructor for more information about ASE certification.

10. Steps required for ASE certification

- a. Complete two years of hands-on experience or one year of hands-on experience and a period of ASE-accepted training.

Note: ASE will accept training as a substitute for one year of hands-on experience.
- b. Register to take one or more ASE tests. Pay registration fee and test fee(s).

Note: Currently, the registration fee is \$20 per technician, with each test costing \$15.
- c. Pass ASE test(s).

Note: Test results will be mailed directly to you. You may take the tests prior to completing the work-experience requirement, but a certificate will not be issued until both requirements have been met.

Information Sheet

- d. Recertify every five years by completing a recertification test.

Note: Recertification tests are given once each year for each occupational area. Recertification tests contain half as many questions as the initial certification tests and are required to maintain certification.

**WE ENCOURAGE
PROFESSIONALISM**



**THROUGH TECHNICIAN
CERTIFICATION**

11. ASE testing and certification areas for medium/heavy duty truck technicians

- a. Diesel engines
- b. Suspension and steering
- c. Brakes
- d. Electrical/electronic systems
- e. Gasoline engines
- f. Drive train

Note: Technicians who pass one or more tests and have two years of hands-on experience become ASE-certified truck technicians. If you pass either the gasoline or diesel engine test plus the other four test areas and meet the work experience requirement, you will become an ASE **master** truck technician.

Introduction to Diesel Technology
Unit 1

**Assignment Sheet 1—Analyze Work Situations to Determine
the Importance of Employee Attitudes**

Name _____ Overall Rating _____

Evaluation criteria	Rating
Characteristics are properly identified	_____
Other questions are answered correctly	_____

Introduction: The program in which you are enrolled is designed to teach you the knowledge and skills that you will need as a diesel technician. However, surveys repeatedly show that the primary reason for an employer being unhappy with a worker is because the employee has poor work habits. Although this includes such things as tardiness and goofing off, it also means not taking care of tools, working unsafely, showing disrespect toward customers or their property, and not using common sense. In fact, one recent survey showed that the seven most important characteristics that employers seek in their workers are

1. Honesty
2. Reliability
3. Cheerfulness
4. Diligence
5. Enthusiasm
6. Cooperativeness
7. Loyalty

Many employers feel that a worker with good attitudes and good work habits can be taught the required skills, but that even the most skilled employee isn't worth keeping if he or she has a bad attitude or poor work habits.

Directions: In this assignment, you will be given several situations and asked to identify the character trait or traits from the list above that is missing in the actions described.

Assignment Sheet 1

1. There are lots of cases of engine oil in the shop where Doug works. He sees nothing wrong with helping himself to a can occasionally. He's sure that no one will miss it. Besides, he feels that it makes up for his not being paid enough. What's wrong with what Doug is doing? What future dangers exist if he continues this attitude?

2. Jill had a great time with her friends last night. She knew at the time that she should get home because of having to work today, but she was just having such a good time that she stayed out late. This morning, she had her roommate call in sick for her. Did she do the right thing? Which character trait is affected?

3. Mac has just told Sergio about a co-worker named Milan. Mac overheard the shop manager bawling out Milan for doing a poor tune-up and threatening to fire him if it happened again. Mac and Sergio laughed about it because they consider Milan to be a nerd, even though Milan has tried to help each of them. What attitude problem exists, and how do you think it affects the quality of work in the shop?

4. Mike works slowly and carefully and always does a good job on any task that is given to him. But there are some jobs that he does not like to do. Whenever one of them is scheduled, Mike slows down even more or pretends that he has run into a problem until one of the other mechanics gets the next job. What do you think of what Mike is doing, and what quality does he lack?

Assignment Sheet 1

5. Glenda dropped an air-impact wrench that she had been using. When she tried it again, it wouldn't work. She decided that she wouldn't report it because no one would know who did it after she returned the wrench to the tool room. What did Glenda do wrong? How should she have handled the situation?

6. Sonya never seems to be happy with things in the shop. She complains constantly that other mechanics tease her, that it is too hot or too cold, that the equipment isn't modern enough, that the customers are idiots, and so on. Her boss is especially worried because her attitude seems to be rubbing off on other workers. What do you think Sonya needs more of and what would you think of working with a person like Sonya?

7. Ralph was out with some of his friends. He had had a bad day and was angry about a couple of things that had happened at the shop. As a result he began telling his buddies about how backward the management at his shop is, how poorly qualified the workers are, and how they overcharge and cheat people. None of these things were true, and normally Ralph was proud of his shop. What characteristic was lacking in Ralph's actions, and how do you think he felt about it later?

8. Felix is usually a good worker, but he is not very patient. If he is working on a car and things do not go smoothly, he gets upset. If things continue to go wrong, he is likely to give up on the task. Sometimes, he even takes short cuts. For example, today he was having trouble getting all the bolts to line up on a part, so he left out one bolt and tightened the others extra hard. What is Felix's problem, and what further problems do you think it may lead to?

Workplace Communication and Customer Service Unit 2

Objective Sheet

Unit Objective

After completing this unit, the student should be able to discuss ways to improve communication skills, as well as be able to apply communication skills to the workplace. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to workplace communication and customer service with their correct definitions.
2. State goals of communication.
3. Match components of communication with the correct descriptions.
4. Distinguish between the types of communication.
5. Distinguish between positive and negative examples of body language.
6. Classify common barriers to effective communication according to their causes.
7. Match major communication skills required in the diesel technology trade with the correct descriptions.
8. Select from a list the appropriate guidelines for improving your reading skills.
9. Distinguish between correct and incorrect guidelines for improving your writing skills.
10. Select from a list the appropriate guidelines for improving your speaking skills.
11. Distinguish between correct and incorrect guidelines for improving your listening skills.
12. Discuss guidelines for following directions in the workplace.
13. Select from a list the appropriate guidelines for using the telephone correctly.
14. Discuss customer expectations.
15. Arrange in order the steps for solving customer service problems and complaints.
16. List the two positive outcomes of complaints.

Objective Sheet

17. Describe the basic elements of courtesy with examples.
18. List times to thank customers.
19. Discuss what to remember about customers.
20. Record your voice. (Assignment Sheet 1)
21. Analyze your voice. (Assignment Sheet 2)
22. Evaluate your listening skills. (Assignment Sheet 3)
23. Follow oral (spoken) directions. (Assignment Sheet 4)
24. Follow written directions. (Assignment Sheet 5)
25. Apply communication skills to workplace situations. (Assignment Sheet 6)

Workplace Communication and Customer Service Unit 2

Information Sheet

1. Terms and definitions

- a. **Articulating**—Speaking clearly and distinctly
- b. **Body language**—Gestures, mannerisms, facial expressions, body movements, posture, and physical appearance of an individual which communicate information and attitudes to the receiver
- c. **Communication**—Process by which information is exchanged between individuals through a common system of symbols, signs, or behavior
- d. **Customer**—Person who purchases a product or service
- e. **Customer relations**—Positive interaction between a business and its customers
- f. **Dialect**—Regional variety of a language

Examples: Cajun French (Louisiana, southeast Texas); "Valley Speak" (central to southern California)

- g. **Empathy**—Sharing another person's feelings or emotions; putting one's self in another's place
- h. **Hearing**—Physical process of receiving sounds
- i. **Jargon**—Technical language of any particular group

Examples:

- **Computer jargon**—This has 8064 KB RAM with a line speed of 16 Mbps.
- **Medical jargon**—The MRI showed ventricular stenosis.
- **Diesel technology jargon**—As soon as I check the torque capsule assembly, I'll be ready to time that in-line pump.

- j. **Listening**—Receiving, processing, and evaluating sounds
- k. **Prejudice**—Preconceived judgment or opinion based on insufficient or incorrect knowledge
- l. **Slang**—Informal, nonstandard vocabulary, often ungrammatical
- m. **Stress**—Physical, chemical, or emotional factor that causes bodily or mental tension

Information Sheet

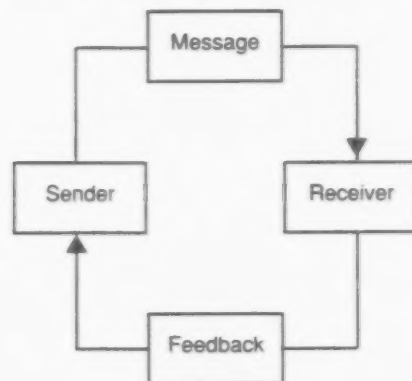
2. Goals of communication

- a. To give information to others
- b. To obtain information from others
- c. To express feelings
- d. To solve problems through communication
- e. To persuade others to change an attitude or behavior

3. Components of communication

- a. **Sender**—One who initiates communication effort
- b. **Message**—Ideas, thoughts, or values
- c. **Receiver**—One who receives or “listens” to a message
- d. **Feedback**—Returning information to the sender after an action or process, primarily to evaluate or correct the sender

Figure 1—Components of communication



4. Types of communication

- a. Verbal—Communication using words
 - 1) Oral—Words are spoken aloud; depends on the abilities to speak and hear
Examples: Conversations, speeches, telephone messages, customer complaints

Information Sheet

- 2) **Written**—Words are written; depends on the abilities to write, read, and see

Examples: Books, manuals, memos, letters, service bulletins, fax messages, service records, order forms

- b. **Nonverbal**—Communication sent in ways other than by words; depends on the five basic senses

Examples: Colors, smells, tastes, feelings of hot or cold, body language signals, crying, moaning, music (without lyrics), art, bar codes to be read by computers, traffic signs, safety symbols

5. Examples of positive and negative body language

Note: Body language, as well as voice inflections and tone, provide clues to one's feelings and attitudes, and will either reinforce or contradict what is said verbally. Since studies have shown that nonverbal communication has a higher validity than verbal communication, it is important to watch for and recognize what people are communicating through their nonverbal signals. However, body language differs among nationalities and cultures and among social classes. For example, eye contact in one culture may indicate friendliness and in another domination or aggression.

- a. Examples of positive body language

- Open palm, hands away from the body, palms up, arms swinging freely
- Head held high, shoulders upright
- Relaxed, alert manner of standing or sitting
- Smiling, pleasant facial expression
- Frequent eye contact

Figure 2—Positive body language



Information Sheet

b. Examples of negative body language

- Clenched fist, closed body, crossed arms
- Drooping head and shoulders
- Stiff, aggressive stance with arms raised and feet apart
- Frowning facial expression with clenched teeth
- Staring
- Yawning, nail biting, pulling at hair or clothing

Figure 3—Negative body language



6. Common barriers to effective communication

a. Barriers caused by environment or culture

- 1) Noise and background sounds
- 2) Language or culture differences and prejudice
- 3) Poor timing or location
- 4) Conflicting verbal and nonverbal signals

b. Barriers caused by sender

- 1) Poor voice quality such as monotonous or irritating tone or volume that is too quiet or too loud
- 2) Speech that is too fast or too slow

Information Sheet

- 3) Speech impediments such as a lisp or stutter
- 4) Using big words and long sentences
- 5) Using technical terms and jargon that receiver does not understand
- 6) Using confusing terms and phrases such as foreign phrases, dialects, or slang

c. Barriers caused by receiver

- 1) Vision impairment
- 2) Hearing impairment
- 3) Poor listening skills or habits
- 4) Boredom or tiredness
- 5) Daydreaming

7. Major communication skills required in the diesel technology trade

Note: Good communication skills are essential to your success in the workplace.

- a. **Reading**—Approximately 16% of your time on the job will be spent reading written materials such as service manuals, work orders, and computer diagnostic printouts.
- b. **Writing**—Approximately 9% of your time will be spent writing or filling out materials such as estimates and inspection reports.
- c. **Speaking**—Approximately 25% of your time will be spent talking to your employer, co-workers, and customers.
- d. **Listening**—Approximately 50% of your time will be spent listening to others. This is often the most neglected communication skill even though it is used the most!

8. Guidelines for improving your reading skills

- a. Get comfortable with good light.
- b. Read things twice.
- c. Read aloud if possible.

Note: When you can read aloud, your brain receives the signal twice—once through seeing it and once through hearing it.

- d. Check out anything you don't understand.
 - Look up words in the dictionary.
 - Check with your instructor or classmates.

Information Sheet

- e. Don't get distracted by angry words. Don't get mad and quit reading.
- f. Don't judge the writer based on the look of the document. Don't assume the information is wrong just because the writer can't spell or is messy.

9. Guidelines for improving your writing skills

- a. Find the right place (away from distractions).
- b. Take the time to get organized.
- c. Outline what you need to say.
 - What is the purpose?
 - Who is the audience?
 - Put the most important part of the message first.
 - Then follow up with details.
- d. Write the way you talk. Try to be clear and friendly.
- e. Use short sentences and simple words.
- f. Be accurate. Check all facts.
- g. Cover the who, what, where, when, why, how, and how much. Be specific.
- h. Follow the standard rules of grammar, spelling, punctuation, and capitalization. Ask for help if you need it.
- i. Check for typos, misspelled words, and words left out.
- j. Be neat and legible. Don't make a bad first impression.

10. Guidelines for improving your speaking skills

- a. Get organized. Plan what you are going to say. Write it down if necessary.
- b. Consider your listeners' needs, background, and experience level. Don't talk above their level, but don't talk "down" to them either.
- c. Get the receivers' attention before you start. Make sure the time is right and the location is right so that they are ready to listen.
- d. Hold the receivers' attention by facing them, maintaining eye contact, and moving closer if necessary.

Information Sheet

- e. Don't give them anything else to do such as filling out a form or watching a video. You should only ask them to do one thing—listen.

Note: If you also want them to do something else, talk first, and then give them the form.

- f. Check your voice quality (tone, speed, volume, pronunciation), and make any improvements necessary.
- g. Articulate so each word is clear and distinct.

Note: Poor articulation is the most common problem with poor speech. If you run your words together or slur your words, most people will not understand you.

- h. Use simple and direct language.

Note: Don't use long words when short ones will do.

- i. Use visual aids such as sketches and diagrams to improve understanding.
- j. Use words correctly. Don't use jargon with customers. Use correct terminology with co-workers.
- k. Avoid assumptions, generalizations, and stereotypes.

Examples: All women... men always...

- l. Avoid fighting words.

Examples: That's never happened before... you should have checked the owner's manual...

- m. Avoid distracting mannerisms.

Examples: Playing with jewelry or a paper clip, clearing your throat, rubbing your eyes, yawning

- n. Avoid repeating empty phrases.

Examples: You know, ok?, huh?, right, nope, yep, like

- o. Ask for feedback. Check to see if they are listening and understand what you said. Watch their body language too.

Information Sheet

11. Guidelines for improving your listening skills

- a. Eliminate visual and auditory distractions.
- b. Give the sender your full attention. Avoid letting your mind wander while you pretend to listen.
- c. Take time to listen. Don't rush the speaker. Don't draw hasty conclusions or make assumptions.
- d. Listen fully. Hear the verbal message and watch for the nonverbal message. Listen for what is said and not said.
- e. Don't get defensive.
- f. Avoid judging the sender. Listen with an open mind. Be willing to be persuaded or to learn something new.
- g. Reinforce and acknowledge the sender by returning nonverbal feedback with eye contact, nodding or shaking your head, and smiling or frowning as appropriate.
- h. Take notes if the message is long or complex. This helps you keep track of main points and helps jog your memory later—but don't write everything. You can miss the main points by trying to get every detail.
- i. Ask questions for more information or for the sender's feelings, but don't interrupt.
- j. Summarize what you heard and verify the message with the sender.

Note: If you can not do this, you have not really listened.

12. Guidelines for following directions in the workplace

- a. Never begin a task until you have heard or read *all* of the directions.
- b. Be sure that you understand the directions.

Note: If you receive verbal directions, restate them to the speaker to ensure that you understand him/her correctly. Or, when the speaker has finished, jot down the main points and steps as you remember them, and verify these with the speaker.

- c. Ask for assistance or clarification as needed.

Note: This practice can save both time and money. It is better to ask for assistance than to perform a task incorrectly.

Information Sheet**13. Guidelines for using the telephone correctly**

Note: Remember when you are on a business telephone, you represent the entire business.

a. When answering a call

- 1) Answer promptly, on second or third ring.
- 2) Use a pleasant, friendly voice.
- 3) Identify yourself and your business.

Example: "Tri-State Service, this is Debbie Smith. How may I help you?"

- 4) Speak distinctly into the receiver, which should be held about 1 inch from your mouth.
- 5) Jot down the caller's name immediately.
- 6) Give the caller your full attention. Don't carry on side conversations.
- 7) When you must leave the caller on the phone unattended (such as to look up a price or to ask someone a question), use one of the following procedures:
 - If you know the caller will only have to wait a minute or two, ask "May I put you on hold while I find that information?" and wait for the answer. If they say "yes," press the hold or mute button to prevent noise, and place the receiver where it will not fall. If they say "no," offer to call them back, and take their name and number.
 - If you know the wait will be longer than 5 minutes, ask "May I take your name and number so I can call you back with that information?"
 - If you must make the caller wait, apologize for the delay when you return to the call.

Note: Any wait always seems longer to the caller.

- 8) When transferring a call, tell the caller why the call is being transferred and give the caller the extension number and the name of the person in case the call is disconnected.

Example: "Let me transfer you to extension 356, Larry Wilson, in automotive. He will be able to answer your questions."

Information Sheet

- 9) Take messages carefully. Have the caller spell out details, if necessary. Include the following:

- Date
- Time
- Name of person who was called (who the message is for)
- Name of caller
- Caller's telephone number
- Caller's company name, if appropriate

b. When placing a call

- 1) Plan your conversation before calling.
- 2) Let the phone ring 7 to 10 times before hanging up.
- 3) When the phone is answered, state your full name, the name of your business, and the reason for the call.

Example: "Hello, this is Steve O'Dell from the GMC truck service. I'm calling to let you know that your air conditioner has been repaired. You can pick up your vehicle any time between 7 a.m. and 7 p.m."

- 4) When you have completed the call, thank the other person for his or her assistance or time and hang up quietly.
- 5) Do not use the business phone for personal calls unless you have been given permission to do so.

14. Customer expectations

—They expect you to be:

- a. **Neat and clean**—First impressions are the most lasting.
- b. **Responsive**—Listen and take action to satisfy their wants and needs.
- c. **Courteous**—Treat them as you would like to be treated.
- d. **Empathetic**—Try to see things from their point of view.
- e. **Knowledgeable**—Know the products, know your company (policies, etc.), know how to listen, and know how to solve problems.
- f. **Reliable**—Give consistent quality service. Don't make promises that you cannot keep.

Information Sheet**15. Steps for solving customer service problems and complaints**

- a. Apologize and show that you want to help solve their problem.

Examples: I'm sorry, thank you for letting us know about this problem, I apologize for the inconvenience, I will check into this right now, thank you for your patience, etc.

- b. Listen carefully to understand the problem. Pay attention to their verbal and nonverbal messages. Don't argue with the customer, don't interrupt, and don't try to place blame. Your job is to solve the customer's problem, not to decide who is right and who is wrong.

Example: Tell me what happened exactly. Let me take some notes.

- c. Ask questions as needed to understand the problem.

Examples: When did you first notice the problem? How many times has this happened?

- d. Repeat back to the customer what you heard to be the problem. Use your notes if necessary.

Example: Let me make sure I understand...

- e. Find out what the customer wants.

Example: What do you feel needs to be done?

- f. Offer a solution to the problem or give alternatives. Be positive. Tell them what you *can* do, not what you cannot do.

Note: If you and the customer cannot solve the problem or agree on a solution or if you do not have the authority to take certain actions needed to solve the problem, find someone who can such as the manager or your supervisor.

- g. Fix the problem quickly and fairly as agreed upon by you and the customer.

- h. Follow up to ensure customer satisfaction. Be sure to keep your promises.

Note: Customer satisfaction is defined by the customer. You may think you're giving good service, but if the customer is not satisfied, he/she probably won't be back. You have to ask most customers to find out if they are satisfied with the service.

Information Sheet

16. Positive outcomes of complaints

- a. Complaints point out areas that need improvement.
- b. Complaints give you a second chance to provide service and satisfaction to dissatisfied customers.

Note: Complaints should be rewarded with fast, positive action. The majority of customers who have problems with your service do not complain—they don't yell at you or criticize you. When they get bad service, they just don't come back. The very few that do complain are doing you a favor because they let you know when there's a problem, and they give you a second chance to make it right.

17. Basic elements of courtesy

- a. Attitude of sincere caring and wanting to help

Note: Attitude is the key to success.

- b. Correct words and phrases

Examples: — Please.
— Thank you.
— I'm sorry to keep you waiting.
— Hello.
— Good morning.
— You're welcome.

- c. Courteous actions

Examples: — Acknowledge people immediately—look at them and greet them.
— Show customers that you are ready to help them and not that they are interrupting you.
— Always introduce yourself.
— Make eye contact.
— Smile.
— Don't interrupt.
— Invite customers to sit down.
— Offer refreshments.
— Volunteer to help (or give directions or suggestions).
— Admit and apologize for mistakes.
— Keep customers informed as they wait.
— Keep your work area clean.

Information Sheet**18. Times to thank customers**

- a. When they do business with you
- b. When they compliment you or your company
- c. When they offer comments or suggestions
- d. When they recommend you to a friend
- e. When they are patient
- f. When they make your job easier by being prepared (such as when they have all the necessary papers, receipts, or service records you need)
- g. When they complain to you—they are giving you a second chance
- h. When they make you smile!

Note: The most effective thank yous are immediate, specific, sincere, and special.

19. What to remember about customers

- a. Remember that customers are not dependent on us, we are dependent on them.
- b. Remember that customers are not interruptions of our work, they are the purpose of our work.
- c. Remember that we are not doing customers favors, they are doing us a favor by giving us the opportunity for their business.
- d. Remember that the customer is not always right, but they are always the customer.
- e. Remember that without customers, you would be without a job.

Workplace Communication and Customer Service Unit 2

Assignment Sheet 1—Record Your Voice

Name _____ Overall Rating _____

Evaluation criteria	Rating
Exercises are recorded correctly	_____
Tape is correctly labeled	_____

Directions: Using a tape recorder, read the following statements in Part A and B and then finish Part C in your own words. When you are finished, remove the tape and label it with your name. You will need the tape for the next assignment sheet where you will be analyzing your voice quality.

Part A: Telephone exercises—Pretend that you are talking on the telephone. Use a disconnected phone as a prop if possible.

1. (Pretend that you are placing a telephone call to a customer.)

You dial the number and on the second ring a man says "Hello."

You say, "Hello, is this Steve Svenson?"

He says, "Yes. Who's calling?"

Then you say, "Mr. Svenson, this is _____ (your name) _____ at _____ (school or work name) _____. I was calling to let you know that we have ordered the part needed to repair the air conditioner in your cab. However, that part is on back-order and will not be in for about two weeks. Would you rather pick up your truck and bring it back later? or do you want us to keep the truck until the part comes in?"

----- (wait for answer) ----- "Ok, we'll call you when it's ready. Thank you for your patience, Mr. Svenson." (Hang up phone)

2. (Pretend that you are answering a telephone call at work.)

You pick up the ringing phone and say, "_____ (name of business) _____, this is _____ (your name) _____. May I help you?"

The woman caller says, "May I speak to Roger?"

Then you say, "I'm sorry, but Roger is at lunch. May I take a message? or may I help you?"

(Grab message pad.)

Then she says, "Yes, have him call Elizabeth as soon as possible. He has my number."

Assignment Sheet 1

You write down the message on the pad with the time and her name, and then say, "Ok, I'll give him the message as soon as he gets here."

She says, "Thank you," and hangs up. Then you hang up.

Part B: Voice inflection exercises—Read each of the sample sentences with the different expressions noted.

1. "Jim left the party with his wife." — Say this as a casual statement, then as a surprising statement, then as a secretive statement, and finally, say it as if you were very angry.
2. "My brakes don't work." — Casually, surprising, questioning, and angry
3. "I make \$8.00 an hour at this job." — Casually, happy (with pride), disgusting, and secretly

Part C: Extemporaneous exercises (without notes or rehearsal — "spur of the moment")—Read the scenarios and then speak into the microphone as you record your answers.

1. If you could have any vehicle you wanted and cost didn't matter, what would it be? Describe at least three reasons why you would pick that vehicle. Then describe what it would look like and what features (extras?) you would want on it. Also describe your feelings if you could have that vehicle.
2. If you were given a million dollars, what would you do? How would you spend it? How long do you think it would last? Would you spend it all on yourself? Explain what you would do. Also describe your feelings if this happened.

Workplace Communication and Customer Service Unit 2

Assignment Sheet 2—Analyze Your Voice

Name _____ Overall Rating _____

Evaluation criteria	Rating
Survey questions are answered honestly	_____
Evaluation is scored correctly	_____

Introduction: Because 35% of our communication is spoken, it is important to know how we sound to others. Your voice qualities affect how people feel toward you. People listen to how you say something, as well as what you say. To improve your voice, you must first become conscious of how it sounds to others.

Directions: Analyze your voice qualities by listening to the tape recording you made in Assignment Sheet 1. Rate each statement using the following scale:

0—Never, 1—Seldom, 2—Frequently, 3—Always

- _____ 1. Do you speak very loudly?
- _____ 2. Do you speak very softly or quietly?
- _____ 3. Do people frequently ask you to repeat yourself or repeat what you just said?
- _____ 4. Do you speak in the same tone continually?
- _____ 5. Do you speak in an artificial, unnatural, or affected voice?
- _____ 6. Is your voice high-pitched or shrill?
- _____ 7. Do you speak in long sentences?
- _____ 8. Is your voice garbled as though you had something in your mouth?
- _____ 9. Do you repeat phrases such as "uh," "OK," or "you know?" frequently?
- _____ 10. Do you talk "through your nose?"
- _____ 11. Do you talk in a whining or apologetic manner?
- _____ 12. Do you speak very fast?
- _____ Subtotal

Assignment Sheet 2

0—Never, 1—Seldom, 2—Frequently, 3—Always

- _____ 13. Do you speak with a slow drawl?
- _____ 14. Do you mispronounce words frequently?
- _____ 15. Does your voice lose its force and expression at the ends of sentences?
- _____ 16. Do you run words together?
- _____ 17. Is your voice unfriendly or cold?
- _____ 18. Do you stutter or stammer?
- _____ 19. Do you speak with an accent?
- _____ 20. Do you cough or clear your throat often?
- _____ 21. Do you hiss on "s"?
- _____ 22. Do you drop the "d," "t," or "ing" on the end of words?

_____ Subtotal for this page

+ _____ Subtotal for first page

= _____ Total score

Evaluating your score:

0-22	Great voice
23-44	Average voice
45-66	Pitiful voice

- a. Describe one voice characteristic you have that surprised you. _____

- b. Describe at least one voice characteristic that you really need to improve. _____

Workplace Communication and Customer Service Unit 2

Assignment Sheet 3—Evaluate Your Listening Skills

Name _____ Overall Rating _____

Evaluation criteria	Rating
Survey questions are answered honestly	_____
Evaluation is scored correctly	_____

Introduction: A good listener must participate actively in the communication process. This assignment will give you the chance to identify poor listening habits so you can change them in order to improve this vital communication skill.

Directions: Use the following scale to answer the following survey questions:

0—Never, 1—Seldom, 2—Frequently, 3—Always

- _____ 1. It is said that you think four times faster than the person talking to you. Do you use this extra time to turn your thoughts elsewhere while you keep general track of the conversation?
- _____ 2. Do you listen primarily for the small details rather than for the main ideas?
- _____ 3. When you hear certain words, phrases, or ideas that you do not like, do you quit listening?
- _____ 4. When you are confused or irritated by what is being said, do you try to straighten out the matter immediately—either in your own mind or by interrupting the speaker?
- _____ 5. If you feel it would take too much time or effort to understand something, do you go out of your way to avoid hearing about it?
- _____ 6. Do you deliberately turn your thoughts to other subjects when you think that the speaker has nothing interesting to say?
- _____ 7. Can you judge by a person's appearance and manner of speech that he/she will have nothing important to say?
- _____ 8. Do you try to give a person the impression that you are listening when you are not?
- _____ Subtotal

Assignment Sheet 3

0—Never, 1—Seldom, 2—Frequently, 3—Always

_____ 9. Are you easily distracted by movements, sounds, or outside activities when you are listening to someone?

_____ 10. Do you have to ask others to repeat themselves a lot?

_____ Subtotal for this page

+ _____ Subtotal for first page

= _____ Total score

Evaluating your score:

0-10	Excellent listener
11-20	Average listener
21-30	Poor listener

a. Describe one listening habit that you need to improve. _____

Workplace Communication and Customer Service Unit 2

Assignment Sheet 4—Follow Oral (Spoken) Directions

Name _____ Overall Rating _____

Evaluation criteria	Rating
Did not talk during the exercise	_____
Followed directions	_____
Answered questions correctly	_____

Introduction: This assignment is designed to determine how well you listen and follow oral (spoken) directions. Some of the questions your instructor will read are nonsense, but they are a good test of your listening ability.

Directions: Your instructor will read a list of ten items. He or she will read each item only once, except for the last one which will be read through once, and then reread a sentence at a time.

Listen carefully, and then write the requested information after the appropriate numbers below, and follow the directions as they are read. You should not talk to your classmates or ask questions during this assignment.

1.

2.

3.

4.

5.

6.

36

Assignment Sheet 4

7.

8.

9.

10.

Workplace Communication and Customer Service Unit 2

Assignment Sheet 5—Follow Written Directions

Name _____ Overall Rating _____

Evaluation criteria	Rating
Did not talk during the exercise	_____
Followed directions	_____
Completed assignment within five-minute period	_____

Introduction: Following instructions properly can save you frustration, time, and money—both on and off the job. In many cases, following directions also protects you from the hazards of performing a task or job in an unsafe manner. This assignment is designed to determine how well you read and follow written directions.

Directions: Your instructor will give you five minutes to complete the following assignment. Do not begin until your instructor tells you to do so. Then follow the directions below.

1. Write your name in the upper left-hand corner of this assignment sheet on the line provided for your name.
2. Read all directions.
3. Write today's date. _____
4. Draw five small triangles below.

5. Put an "X" in each triangle above.
6. Write the name of our current U.S. president. _____
7. Multiply your age by 5 and write the answer. _____
8. Write the city and state where you were born. _____
9. Count the number of persons in the room and write the answer. _____
10. Now that you have completed the reading, omit all directions except the first two.

Workplace Communication and Customer Service Unit 2

Assignment Sheet 6—Apply Communication Skills to Workplace Situations

Name _____ Overall Rating _____

Evaluation criteria	Rating
Questions are answered correctly	_____
Correct grammar, spelling, and punctuation are used	_____
Good customer relations skills are shown	_____

Introduction: Effective communication is the foundation for getting along with others in the workplace. Sometimes it is difficult to maintain a positive attitude in the workplace, especially in stressful situations. However, good communication will help you to deal with co-workers and customers in all types of situations. This assignment will give you practice in applying your communication skills to various situations that may occur in the workplace.

Directions: Describe what you would do in the following situations. Use complete sentences for your answers, and follow the rules of grammar, spelling, and punctuation.

Part A: Communicating with your boss

1. You think the last repair job you did was great, but your boss corrects your mistakes in front of your co-workers. What would you say? What would you do?

2. It is 5:00 p.m. and everyone is going home for the day. You see your supervisor place money from the cash register in his coat pocket. What would you say? What would you do?

Assignment Sheet 6

3. Your boss often teases you about your sex life (or lack of it!). What would you say? What would you do?

4. You need to be absent from work for a dental check-up. What would you say? What would you do?

Part B: Communicating with your co-workers

5. Your best friend at work is frequently absent which doubles your work load. What would you say? What would you do?

6. A new employee has just started working in your area. After about a week, you can tell that your other co-workers don't like him. In fact, several are playing tricks on him. What would you say? What would you do?

Assignment Sheet 6

7. A co-worker has asked you to join her co-ed softball team, but you don't really want to play on her team. What would you say? What would you do?

Part C: Communicating with customers

8. A customer comes into your shop complaining that his brakes failed and he was in an accident. He is cussing you out and threatening to "kill you." You have never seen anyone this mad. What would you say? What would you do?

9. A customer comes into your shop and says, "I think I was overcharged for the work you did on May the 11th. Here's the bill. I would like a refund." She seems upset, but not too mad. What would you say? What would you do?

10. A customer in your shop says, "It's about time! I've been waiting over 10 minutes for someone to help me. Listen, my husband wanted me to drop off our truck for its scheduled tune-up. I parked it outside. Here are the keys. Now I need someone to drive me to work." What would you say? What would you do?

Job Application Unit 3

Objective Sheet

Unit Objective

After completing this unit, the student should be able to complete all the steps required to become employed in the diesel technology field. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to job application with their correct definitions.
2. List places of employment for diesel technicians.
3. Arrange in order the steps to take to become employed.
4. List means of locating employment.
5. Select true statements about preparing for an interview.
6. Describe positive ways to conduct yourself during an interview.
7. Complete statements concerning special considerations for answering interview questions.
8. Compile a list of employment opportunities in diesel technology in your community. (Assignment Sheet 1)
9. Write a resumé. (Assignment Sheet 2)
10. Write a letter of application for employment in diesel technology. (Assignment Sheet 3)
11. Complete an employment application form for a position in diesel technology. (Assignment Sheet 4)
12. Make an appointment by phone for a diesel technology employment interview. (Assignment Sheet 5)
13. Practice interview questions. (Assignment Sheet 6)
14. Follow-up an interview with a letter or call. (Assignment Sheet 7)

**Job Application
Unit 3**

Information Sheet

1. Terms and definitions

- a. **Application form**—Printed form on which job applicants record information about their personal history, job history, education, and references
- b. **Blind ad**—Classified advertising that does not identify the advertiser

Note: Applicant is asked to send a letter of application and resumé to a post office box number or to call a certain number.
- c. **Employment office**—Business or agency designed to help individuals find employment
- d. **Equal opportunity employer (EOE)**—Employer who is making a special effort to ensure no form of discrimination is practiced

Examples: Age, sex, race, creed, national origin
- e. **Extracurricular activities**—Clubs, organizations, and social or church groups in which one participates

Examples: Student council, VICA, church choir
- f. **Fringe benefits**—Incentives other than salary provided by an employer

Examples: Paid vacation, paid life/health insurance, company-provided automobile, retirement plan
- g. **Help wanted ad**—Classified advertisement telling of a position opening and the qualifications sought
- h. **Interview**—Meeting of employer and job applicant for purpose of evaluation and questioning
- i. **Job description**—Written statement outlining responsibilities of an individual within a business or industry
- j. **Legible**—Capable of being read; clear
- k. **Qualifications**—Experience, education, and physical and mental characteristics which suit a person to a job
- l. **Resumé**—Brief, typed summary of one's qualifications, experience, and personal background that is used in applying for a job
- m. **Vocational preparation**—Any vocational courses and skills one has learned in school or through job experience
- n. **Wage**—Payment of money for labor or services, usually on an hourly, weekly, or monthly basis

Information Sheet

2. Places of employment for diesel technicians

- a. Independent repair shops
- b. Service departments of dealers and distributors
- c. Sales agencies and manufacturers of diesel engines
- d. Truck leasing companies
- e. Federal, state, and local government vehicle maintenance depots
- f. Electric power plants
- g. Railroad locomotive shops
- h. Fuel injection repair stations
- i. Marine
- j. Oil fields
- k. Mining
- l. Agriculture
- m. Heavy equipment
- n. Bus garage
- o. Electrical repair shop
- p. Remanufacture shop
- q. Airports—ground support equipment maintenance shop

3. Steps to take to become employed (Assignment Sheets 1-7)

- a. Locate employment opportunities in your chosen field.
- b. Prepare a personal resumé.
- c. Write a letter of application (cover letter).
- d. Complete an application form provided by the business.
- e. Arrange for or respond to a call for an interview.
- f. Interview with personnel office (large company) or business owner, manager, or supervisor.
- g. Follow-up the interview with a letter, call, or visit.

Information Sheet

4. Means of locating employment

- a. Classified ads in newspapers or trade magazines
- b. Employment offices—private, state, federal, industrial

Note: A fee is charged by most private agencies.

- c. Letter of inquiry
- d. Networking

Note: Many positions are not advertised publicly and are only discovered through a "network" of friends and acquaintances.

- Current workers in the industry
- Former employers
- Friends and neighbors
- School officials such as counselors, placement officers, principals, and teachers

5. Preparing for an interview

- a. Wear appropriate clothing and shoes. Wear the nicest and best clothes you would wear *on the job* for which you are applying.

Note: A good first impression is very important.

- b. Be well groomed, clean, and neat.
- c. Take a black ink pen, several copies of your resumé, and all information concerning your Social Security number, references, names and addresses, dates employed, and dates you attended school.

Note: All the preceding information should be in your resumé so be sure to take an extra copy of it with you and take an extra pen just in case.

- d. Go alone; do not take family or friends.
- e. Arrive five to ten minutes before the appointment time. Allow a little more time (five more minutes) if you still need to complete a job application form. Whatever you do, don't be late!

Note: Being late creates a terrible first impression. On the other hand being too early is not good either. It only gives you more time to get nervous. Also, idle chit-chat with the office receptionist or secretary most certainly will be passed on to the person who is conducting your interview...and that is not always helpful in landing a job. Be early, but not too early.

Information Sheet

- f. Find out facts about the interviewer ahead of time, if possible.

Note: This can be done with the help of the receptionist or secretary.

- Name (and correct pronunciation)
- Title

- g. Know facts about the business.

- Name of business
- Kind of business
- Their products and services
- How old the company is and where the plants, offices, or stores are located

6. Positive ways to conduct yourself during an interview

- a. Smile and establish eye contact with interviewer.
- b. Give a firm handshake.
- c. Listen attentively; do not daydream.
- d. Introduce yourself.
- e. Be seated only at interviewer's invitation.
- f. Control signs of nervousness.

Note: If you do not know what to do with your hands, leave them on your lap and keep them still.

- g. Do not place personal things on interviewer's desk.
- h. Do not smoke or chew gum or tobacco.
- i. Look alert and enthusiastic.
- j. Speak in clear, moderate tones.
- k. Use correct English. Avoid slang terms.
- l. Show interest in the business and ask questions as needed.
- m. Relate your own experiences to the requirements of the job.
- n. Be alert to clues the interview is ending.
- o. Thank the interviewer for his/her time.

Information Sheet

7. Special considerations for answering interview questions

- a. Do not interrupt.
- b. Anticipate questions that might be asked and volunteer proper information.
- c. Explain "yes" and "no" answers.
- d. *DO NOT* criticize former employers or competitors.
- e. Do not talk about personal problems.
- f. Answer all questions honestly.

Example: "The thing I liked least about my last position was that I was on the night shift and couldn't get changed. I really wanted to be home with my family at night."

- g. Give positive answers to unfavorable questions.

Example: *Interviewer:* "Your work experience doesn't seem to be related specifically to this job. Why do you feel qualified to fill this position?"

Applicant: "I understand your concern. However, my job experience is broad enough to permit me to work into this particular situation. I have done work similar to this job and think my general work record is good enough to convince you I would be a good employee. I would be willing to receive additional training."

- h. Find a true, positive statement about your reasons for leaving previous jobs, even if you were fired.

Examples: "I was laid off, but I learned from my mistakes." "I left because they did not need as many employees during the slow season."

- i. Try to mention your best qualities in relation to something concrete.

Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."

- j. Be prepared for personal questions about your home life and parents' occupations.

Note: Questions about home life or parents' activities should not be asked at an interview, but sometimes they are. Some experts recommend politely indicating that the question has nothing to do with your ability to accomplish a job. Other experts feel that answering in general, but positive, terms will help avoid a negative interpretation by the interviewer.

- k. Answer questions about career objectives using specific terms about what you would like to do in the near future without limiting your opportunities.

Example: "I would like to work as an assistant and go to school part time; my ultimate goal is to get into management."

Job Application Unit 3

Student Supplement 1—Sample Interview Questions

The following list presents many of the questions that are asked during an interview. The questions range from general to specific, from objective to subjective, and into areas that require critical thinking. As you read the list, pause and answer each question. In fact, say your answers out loud. The practice will help you transpose your thinking into the verbal responses required at an interview. Just working through this list will aid you in learning more about yourself and will help you prepare for an interview.

1. Tell me about your future vocational plans.
2. In what school activities are you involved? Why? Which do you enjoy most?
3. What are your hobbies and how do you spend your spare time?
4. Where else have you worked? Doing what? Why did you leave?
5. What school classes have you enjoyed the most? Why?
6. Why do you think you want to work for this company?
7. Why did you choose this particular field of work?
8. In what position are you most interested?
9. Approximately how much of your educational expenses have you earned? How?
10. What did you do during summer vacations between school years?
11. What qualifications do you bring to our company that would be valuable to us?
12. What do you know about our company?
13. What are your ideas on salary/wages?
14. How do you feel about members of your immediate family?
15. If you were to start all over, what courses would you take in high school/college?
16. What is your interest level in sports?
17. Where do you want to work and live? Why?
18. What amount of income do you hope to earn at (a given age)?
19. How did you rank in your graduating class in high school? College? Vocational-technical school?
20. Do you feel your extracurricular activities were worth the time you devoted to them? Why?
21. What determines a person's progress in his or her chosen field?
22. What personal characteristics are necessary for success in the work place?
23. Are you seeking permanent or temporary employment?
24. Do you work best alone or with others?
25. What kind of boss do you prefer?
26. Which, to you, is more important: Making money, or being of service to others?
27. Can you take criticism without feeling upset or depressed?
28. How have you been treated in other jobs?
29. What is the most important thing you have learned from other jobs you have held?
30. What does it take to be a good supervisor?
31. Have you ever had difficulty with fellow workers/students? Explain.
32. What would you say is your major weakness?
33. What would you say is your major strong point?
34. Why would you be a good employee for this company?
35. Are you willing to relocate?
36. If you were free to do so, what job in our company would you choose? Why?
37. Is it an effort for you to tolerate persons of different races or cultural backgrounds?
38. What types of people just "rub you the wrong way?"

Student Supplement 1

39. What jobs have you enjoyed the most? The least? Why?
40. How do you feel about overtime work?
41. Do you think grades should be considered by employers? Why?
42. What is your most important accomplishment in the work you have done so far?
43. What do you think about your present employer?
44. May we contact your present employer?
45. What shop equipment can you operate unsupervised?
46. How would you feel about having a supervisor younger than you?
47. Describe your philosophy on safety.
48. Are you willing to pursue further education?
49. What experience have you had working with customers?
50. Do you have any questions?

Job Application Unit 3

Student Supplement 2—The No-No Negatives for an Interview

Being prepared for an interview involves knowing something about the company with which you plan to apply. It involves knowing the interviewer's name and the time and date of the interview, and as has been discussed earlier, it involves having some idea of what questions will be asked.

To further prepare yourself for an interview, it would be a good idea to know what factors many interviewers cite as "negatives" they notice during interviews. Reviewing this list should help you plan your responses in an upcoming interview.

1. Poor personal appearance—inappropriate or sloppy clothes, messy hair, body odor
2. Overbearing—overaggressive—conceited—a "know it all"
3. Inability to express oneself—poor voice, diction, grammar
4. Lack of career planning—no goals or purpose
5. Lack of interest and enthusiasm
6. Lack of confidence and poise—ill-at-ease, nervous, shy
7. Failure to participate in activities
8. Over emphasis on money—interested only in best dollar offer
9. Poor scholastic record
10. Unwilling to start at the bottom
11. Makes excuses—evasiveness—hedges on unfavorable factors in record
12. Rude
13. Immature
14. Condemnation of past employers
15. Lack of social understanding

Job Application Unit 3

Student Supplement 3—Guidelines for Writing a Resumé

One of the most important tools for getting a job is the resumé. Essentially, your resumé will represent you in the initial screening process, and, with the exception of its cover letter, your resumé may be the only physical contact a potential employer has with you.

A magazine editor recently advertised for an editorial assistant in a large southwestern city. Within five days 90 resúmes had been received, most representing qualified applicants . . . but only six would be interviewed and only one would get the job. Eighty-four "would-be editorial assistants" were rejected and six were selected for interviews—based on the resumé alone!

With that volume, it's easy to understand how a typical resumé in American business may have only seconds to catch the eye of a potential employer. And, once that important eye has been "caught," the resumé has to hold that attention and sell the person it represents.

What makes an employer want to read a resumé? Employers are all different, but there are some guidelines which will help ensure your resumé has a chance to tell your story. First, think of magazine advertising you see every day . . . it's usually short, to the point, covers the subject completely, and includes nothing to prevent you from wanting to read it. A resumé is nothing more than an advertisement . . . selling your services and time to a potential employer.

The following guidelines will help you prepare a successful resumé.

1. TYPE IT!

A resumé must be typed, preferably on a word processor with a letter quality or laser printer. (Your competition is using this technology, so to give yourself even an average shot at being selected, you should also.)

2. KEEP IT SHORT!

Experts in the resumé consulting business recommend saying it all in two pages or less. No matter how interesting your life and career may be, more than two pages is a waste of an employer's time and your paper. In some businesses, resúmes longer than two pages are immediately rejected.

3. ORGANIZE IT!

Your resumé represents you to the person who decides who will be interviewed. If it is cluttered, messy, unorganized, or crowded . . . that is the impression you have made. If, however, it is organized in a logical manner, presents the pertinent information about your background in a pleasing design, and provides the answers an employer is asking, your resumé is doing its job for you. *An organized resumé indicates that you are organized and able to present information in a clear and concise manner.*

Student Supplement 3

- a. A basic resumé **MUST** include the following information:
- Your name, address, and telephone number
 - A description of your educational background
 - A description of your work history
 - Work-related honors or citations
- b. A resumé *may* also include the following information:
- Job or career objectives
 - Brief overall description of work history
 - Memberships in professional or social organizations
 - Information on hobbies (but primarily only if they pertain to the position you are applying for)
 - Military service, if any
 - Willingness to travel or relocate
 - Personal data—marital status, children
- c. A resumé should **NOT** include the following information:
- Reasons for leaving former positions
 - Past salaries or present salary requirements
 - Personal data—age, height, weight, health
 - Family member names
 - Photograph of yourself
 - Names and addresses of references
- d. Suggested order for organizing a resumé:
- The chronological resumé presents your story in *reverse* order, beginning with the most recent experiences and progressing back through your life or education.
 - You should begin with your name, address, and telephone number. Next might come a job or career objective statement, setting out in brief what you want to accomplish.

Student Supplement 3

- It is traditional to begin with your educational background and progress on to your work experience. (This is a matter of preference, and can be tailored to your own situation depending upon what your educational and career background and goals happen to be.)
- Your work history should begin with your present position, including job title, the name of the company or individual for whom you work, and a brief statement of duties and responsibilities. Always include dates, preferably in a vertical column to the left of your work history entries. This allows an employer to quickly glance through the resumé and have a grasp of your work history.
- Although you may be proud of the people you select as references, *DO NOT* include their names and addresses on your resumé. In addition to appearing unprofessional, making their names and addresses available to strangers could be embarrassing. It's best to include the notation: "References available upon request."

Note: Although references should not be included on a resumé, they are sometimes requested on an employment application. But even then, references should be listed only if the people referenced have granted permission for their names and addresses to be used.

See the sample resumé on the next page.

Student Supplement 3**SAMPLE RESUMÉ**

TERRY MCKRACKEN
000 YourStreet
AnyTown, YourState 00000-0000
(000) 555-0000

JOB OBJECTIVE: Serviceman I

ULTIMATE GOAL: Truck Engine Specialist

EDUCATION:

AnyTown High School, AnyTown, YourState. Graduated 1994. GPA 2.8.

Today's Technical School, AnyTown, YourState. 1994-Present.

Technical Courses Completed:

- Workplace Skills
- Safety Skills
- Introduction to Diesel Technology
- Diesel Engines

ASE Certified in Diesel Engines—1996

WORK EXPERIENCE:

Bate's Truck Garage
612 West Oak
AnyTown, YourState 00000-1000
(000)555-1000

Job Title: Mechanics Helper
Dates: October 15, 1994 - present

Supervisor: Bill Bates

Duties: Helping other mechanics
Keeping shop clean
Cleaning parts

REFERENCES: Available upon request

John Farmer
R.R. 2
AnyTown, YourState 00000-1111
(000) 555-2000

Job Title: Farm Worker
Dates: January 1, 1992 - May 1, 1994

Supervisor: John Farmer

Duties: Feeding livestock
Machinery operation
Machinery maintenance

Job Application Unit 3

Student Supplement 4—Guidelines for Writing a Letter of Application

Whether you are sending your resumé in response to an advertisement, at the suggestion of a friend or contact, or just mailing it on a "cold call," it should always be accompanied by a letter of application or cover letter.

The letter of application is your chance to be creative. It offers a way for you to "fill in the blanks" that a resumé (usually written in outline form) may not be able to communicate. In addition to the extra chance to sell yourself to a prospective employer, the letter of application many times validates the resumé. In fact, many employers refuse to consider a resumé that is not accompanied by a letter of application.

Letters of application should **ALWAYS** be NEAT, TYPED, and no more than ONE PAGE in length.

You should address the letter to a particular individual (personnel director, department head, etc.). If you are answering a newspaper or magazine advertisement, address the letter as the ad instructs . . . even if there is only a post office box number. It is also best to use a nine-digit zip code to assure prompt delivery of your letter. Be sure to use the proper nine-digit zip code for your own address too.

Be particularly careful to "get to the point" in the first paragraph, for that paragraph will determine if the rest of the letter is read. Tell why you are writing, express your interest in the company, and explain why you would be an asset to the company or firm with whom you are seeking employment.

The rest of the letter should briefly "fill in" any gaps with positive information about yourself not covered in the resumé, or explain why your talents would specifically fit the job you are seeking.

Finally close the letter with a paragraph explaining your appreciation for the interviewer's time and consideration. Some consultants suggest telling the interviewer you will be calling soon to set up an interview. They say this shows initiative and has been known to land an interview.

See the sample letter of application or cover letter on the next page.

Student Supplement 4

SAMPLE LETTER OF APPLICATION

000 YourStreet
AnyTown, YourState 00000-0000
June 15, 1996

Mr. John Jones
Owner
Jones' Diesel Service
Box 200
AnyTown, YourState 00000-2000

Dear Mr. Jones:

Please consider me for the position of Serviceman I which you advertised in the *Daily Chronicle*.

The skills I have learned in my diesel technology courses and my prior work experience should qualify me for this job. A more complete description of my qualifications is given in the enclosed resumé.

I would appreciate the opportunity to come and talk over this position with you at your convenience. I can be reached by telephone at (000) 555-0000 after 5:30 or at the above address.

Sincerely,

Terry McKracken

Terry McKracken

Enclosure—Resumé

Job Application Unit 3

Student Supplement 5— Evaluating a Job Offer

Few reputable employers demand an immediate yes or no to a job offer. Applicants need a reasonable amount of time to evaluate a job. Such an evaluation should examine the job and the company and relate the personal demands to the financial rewards.

THE JOB...

Do I clearly understand the nature of the work and is it what I want to do? Are my responsibilities reflected in the job title?

Am I willing to accept the job responsibilities outlined in the job description?

If this isn't my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?

Is the background I am building so narrow that I will have difficulty transferring it to another employer?

Will I be able to make any decisions affecting my work? Does it make a difference?

Will I need more training? Will the company pay for it?

Will overtime be necessary or available?

Will I be able to leave all thought of the job behind at day's end? If not, does it make a difference?

Will I have to travel or relocate?

Is the job permanent or temporary?

If permanent, is there reasonable job security?

Does the job require union membership?

THE COMPANY...

Is the firm too large and heavy with rules for my personality?

Is the firm too small to offer room for advancement or impressive credentials for a future resumé?

Does the firm have a healthy financial position and is it a growing organization?

Is there a high turnover of personnel, and if so, why?

Does the firm promote from within the ranks or turn to outsiders to fill supervisory positions?

Student Supplement 5

Have I met the person who would be my immediate supervisor?

Does the supervisor seem like the sort of person with whom I could get along?

Do co-workers appear to be my kind of people?

Is the company's location convenient?

What is the firm's reputation for fair treatment of employees?

Is a written personnel statement available that covers vacations, sick leave, cause for dismissal, and so forth?

FINANCIAL REWARDS...

Do the earnings meet my minimum needs? Are there automatic cost-of-living increases?

What is the method of payment—salary, hourly wage, weekly, bi-monthly, monthly?

Are raises based on merit, length of service, formal exams?

What fringe benefits are given—health insurance, meals, uniforms, vacations, sick leave, and others?

WHEN TO SAY NO...Should you always turn down an offer that doesn't measure up?

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you'll gain? There are times when it is wise to accept a job even if it's not perfect.

On the other hand, it could be better to refuse the offer and keep looking.

Job Application Unit 3

Student Supplement 6—Compare Employment Opportunities

When you are offered a job or are changing jobs, compare employment opportunities before accepting the position.

FACTORS TO CONSIDER

1. What is your take-home pay?
2. What are the benefits that accompany the position?
3. How much will it cost to actually be at work each day?
4. Would the position be satisfying to you? Would it meet your needs and aspirations?

TAKE-HOME PAY

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary due to the number of dependents, the amount of earnings, and other information.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on pay day.

1. Monthly gross salary/wages _____
2. Estimated take-home pay _____

OTHER BENEFITS

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview or when considering a position, check which of the following benefits would be included:

- ☐ 1. Health insurance
- ☐ 2. Unemployment compensation
- ☐ 3. Uniforms and meals
- ☐ 4. Medical facilities and health tests
- ☐ 5. Pensions
- ☐ 6. Travel insurance (covering mishaps when traveling on business)
- ☐ 7. Educational programs or reimbursement for courses related to position

Student Supplement 6

- ☐ 8. Sick leave with pay
- ☐ 9. Paid vacations and holidays
- ☐ 10. Social security
- ☐ 11. Worker's compensation
- ☐ 12. Others _____

COSTS ASSOCIATED WITH EMPLOYMENT

Frequently, we often overlook the costs that are associated with being employed. It may be of value to calculate estimated weekly expenses before you make a decision about an employment offer.

Estimate weekly expenses for a job you may be considering or one designated by your instructor.

Transportation (parking, bus fares, gas, vehicle upkeep)	\$ _____
Lunches (or cost of food eaten away from home, including soft drinks and coffee)	\$ _____
Clothing (including cleaning)	\$ _____
Child care for working parent	\$ _____
Special uniforms, materials, or equipment	\$ _____
On the job expenses	\$ _____
Other _____	\$ _____
TOTAL	\$ _____

OTHER IMPORTANT CONSIDERATIONS

Take-home pay and benefits may be only part of what you want from being employed. Think through other things you consider important.

How might you rate these in order of what is important to you?

Note: "1" should be most important.

_____ Job security (little chance you will be released from the job)

_____ Opportunity for advancement

Student Supplement 6

_____ Recognition for your work

_____ Good wages

_____ Opportunity to learn and use your ideas

_____ Flexible working hours

_____ Long vacations

_____ Pleasant working conditions

_____ Interesting work

_____ Friendly co-workers

_____ Travel

_____ Others, such as _____

1. Would this job be satisfying to me? Why/why not?

2. How would the position meet my needs and aspirations?

3. What I would most enjoy about this position:

4. What I would dislike about this position:

Job Application Unit 3

Assignment Sheet 1—Compile a List of Employment Opportunities in Diesel Technology in Your Community

Name _____ Overall Rating _____

Evaluation criteria	Rating
Businesses identified correctly	_____
Occupations identified correctly	_____
Products and services identified correctly	_____

Directions: Make a list of diesel technology businesses in your community, the occupations they employ, and the products and services they offer. Visit the businesses in person or make your contacts by phone, but be sure to introduce yourself and explain your project.

	Diesel Technology Company Names	Occupations	Products and Services
1.	_____	_____	_____
	_____	_____	_____
		_____	_____
2.	_____	_____	_____
	_____	_____	_____
		_____	_____
3.	_____	_____	_____
	_____	_____	_____
		_____	_____
4.	_____	_____	_____
	_____	_____	_____
		_____	_____

Assignment Sheet 1

	Diesel Technology Company Names	Occupations	Products and Services
5.			
6.			
7.			
8.			
9.			
10.			

Job Application Unit 3

Assignment Sheet 2—Write a Resumé

Name _____ Overall Rating _____

Evaluation criteria	Rating
Correct form used	_____
Proper paper and type selected	_____
Job and educational information presented well	_____
Overall appearance neat	_____

Directions: Write a resumé using accurate facts about yourself. Use the information below and the sample resumé included in Student Supplement 3 as guides. It is not necessary to use the exact wording and outline form used on the sample, but it is necessary that your resumé be neat and balanced and contain all information which might help you get a job. Keep a current copy of the resumé and use it to apply for jobs.

1. Inspect several resumé formats and choose one that best fits your needs or use the example included in Student Supplement 3 as a guide.
2. Type your resumé on 8½" × 11" white paper, using no more than two pages.

Note: If possible, use word processing equipment and a good quality laser printer for the best results. Resumés can also be typed and copied on special paper at many quick copy service companies.

3. Keep the resumé error-free.
4. Use outline form.
5. Place your name prominently at the top in the upper left-hand corner, or center it 12 spaces from the top of the page. Beneath name, give full address, city, state, zip code, and telephone number with area code, or a number where messages can be left.
6. Describe your job or career objective briefly.
7. Describe your educational background, giving names of schools, dates of enrollment, and diploma or degrees received.
8. List related subjects studied; include grade averages, if favorable.
9. List student activities and awards.
10. List hobbies and extracurricular activities if they are relevant.

Assignment Sheet 2

11. List past employment, starting with your most recent job; include name of firm, mailing address, job title, starting and ending dates of employment, name of immediate supervisor, and phone number with area code.

Note: Always maintain chronological order on events.

12. List duties of your last job.

Note: Concentrate on skills you have used; let employer know what you can do. Remember, you have to prove your value to the business, especially if you have little experience.

13. Write "Confidential" at the top of the resumé if you don't want your current employer to know you are looking for other employment.
14. Proofread your resumé carefully and retype if necessary. Reproduce several copies on white bond paper.

Note: Your resumé's physical appearance is **VERY IMPORTANT**. Be sure to proofread the final copy. Always bring extra copies to the interview. Leave one copy with the interviewer and use one as a reference when filling out application forms. You should also mail a copy of your resumé with your letter of application (cover letter).

Job Application Unit 3

Assignment Sheet 3—Write a Letter of Application for Employment in Diesel Technology

Name _____ Overall Rating _____

The application letter is a sales technique you use to tell the employer how your abilities will be useful to the business. The letter should specify your qualifications while the resumé gives general background information.

Evaluation criteria	Rating
Correct form	_____
Proper paper and type selection	_____
Letter length	_____
Letter content	_____
Proper grammar, punctuation, and spelling	_____

Directions: Cut a help wanted ad for a diesel technology job from the classified ad section of the local paper. Write an application letter to accompany the resumé you prepared in Assignment Sheet 2. Use the following information and the sample letter in Student Supplement 4 as a guide.

Note: If you cannot type, find someone to type your letters for you. Typing services are available in most towns and cities. Check the yellow pages of the phone book or classified ads of your local newspaper.

1. Use acceptable form and appearance.
 - a. Type neatly and accurately.
 - b. Use only one side of the paper.
 - c. Avoid smudges and typographical errors.
 - d. Use 8½" x 11" white bond paper.

Note: Do not use personal or fancy paper.

 - e. Spell, capitalize, and punctuate correctly.
 - f. Include employer's full name, title, and address.
 - g. Include your full name and address with zip code on the letter.
 - h. Retain a copy for further reference.

Assignment Sheet 3

2. Include proper information.

- a. Write to a specific person.

Note: Find out the name of the personnel manager or employer you want to reach and the correct title. When in doubt, write to the top person who will refer your resumé to the right party. Use TO WHOM IT MAY CONCERN if answering a blind ad.

- b. Avoid excessive use of the pronoun "I."

- c. Be brief; do not repeat information in the resumé.

- 1) State the position for which you are applying.
- 2) Avoid needless details.
- 3) Cover all points requested in the advertisement in exactly the order in which they were asked.

Note: Some prospective employers make it a point of testing the applicant's ability to follow directions.

- d. State reason for interest in job.

Note: Employers want people who look for future advancement opportunities rather than just a paycheck.

- e. Refer briefly to the main points in the attached resumé.

- f. Request interview at employer's convenience.

- 1) Tell where you can be reached.
- 2) Enclose self-addressed envelope and resumé.
- 3) Say you will phone next week.

3. Be original in your approach—Attract attention in opening paragraph.

Examples:

Dear Mr. Money:

My experience as a farm worker would be of interest to you.

----- or -----

Dear Ms. Owner:

Mr. Co-worker informed me that you are in need of a person to train as an assistant manager. I believe that my education and experience have taught me how to handle these duties efficiently and accurately.

Assignment Sheet 3

4. End the letter promptly.

Note: "Sincerely" or "Professionally" is appropriate.

5. Use permanent address for the return address and make sure to include the current date.
6. Staple letter to resumé since it may be circulated to several departments and otherwise become detached.
7. Follow up and phone for an appointment a week later.

Note: Don't be surprised if the resumé has been referred to another department. You may not get immediate attention, especially if you sent a blind letter. Be persistent until you reach the right person and ask for a convenient date to set up an interview.

8. Keep in touch regarding possible openings now and in the future.

Note: The "job hunt" may take several weeks or even months. It is important to keep your contacts alive without being a nuisance.

Job Application Unit 3

Assignment Sheet 4—Complete an Employment Application Form for a Position in Diesel Technology

Name _____ Overall Rating _____

Evaluation criteria	Rating
Writing neat and legible	_____
All questions answered or marked N/A	_____
Answers brief and appropriate	_____

Directions: Use the following guidelines to complete the application form provided at the end of this assignment or another one provided by your instructor. Use information corresponding to the classified ad and to your letter of application. Use information about yourself from your resumé.

Note: Although each business uses its own form, general rules of preparation apply to any form.

1. Be prepared.
 - a. Take two good ink pens with you (dark ink such as black or blue).
 - b. Take copies of resumé.
2. Look over entire form before starting to write; do not hurry.
3. Follow directions.
4. Write or print clearly, neatly, and legibly.
5. Answer briefly.
6. Be honest.
7. Answer all questions.
8. Include complete information; use resumé.
9. Recheck application when finished.
10. Avoid cross-outs.

Note: Request a second copy if cross-outs cannot be avoided.
11. Do not list any restrictions to the geographical area in which you would work unless you absolutely will not consider other geographical areas.

Assignment Sheet 4

12. Use the word "open" for questions about minimum salary since many employers pay standardized rates and will not negotiate on this.
13. Have the names and addresses of at least two references, and be sure to get approval to use your references' names and addresses. Your minister, family doctor, former teacher, former employers, or anyone well known in the community would be a good reference.
14. Make copy of application, if possible.

Assignment Sheet 4

APPLICATION FOR EMPLOYMENT			
Name _____ (Last) (First) (Middle)		DATE _____	
Present address _____ Street address City State		SS # _____	
Phone where you can be reached if not at above number _____		Telephone # _____	
Are there any periods during the year when you will not be available for work? Yes _____ No _____ When? _____		Position desired: First preference will be given first consideration	
What is the earliest date you will be available to start work? _____		1. _____	
Are you licensed or certified by any trade or profession? Yes _____ No _____ Kind of license? _____		2. _____	
Have you worked for this company before? Yes _____ No _____ When? _____		3. _____	
How did you hear of employment opportunities at this company? ☐ Self-referral ☐ Advertisement ☐ Friend or relative ☐ Employment agency ☐ Other		Is there a minimum salary acceptable? Yes _____ No _____ If yes, what amount? _____	
		How long do you wish employment? Years _____ Months _____	
		I will accept: Full-time _____ Part-time _____ Temporary _____ (6 mos. or less)	
		If part-time, what hours can you work? _____	
How do you feel you are qualified for the position(s) applied for? 			
EDUCATION: List in order the educational institutions you have attended if applicable			
Dates From To	Name of institution	Major & minor courses pursued	Degree or certificate
High school			
College or univ.			
Vocational, technical, or trade schools			

Assignment Sheet 4

May we contact your present employer for references? _____			
Employer _____ (Present or most recent)		Address _____ Street City State	
Phone _____			
Name and title of supervisor _____		From Month _____ Year _____ To Month _____ Year _____	
Your job and description of duties _____		Pay \$ _____ Per _____	
Reason for terminating this employment _____			
Employer _____		Address _____ Street City State	
Phone _____			
Name and title of supervisor _____		From Month _____ Year _____ To Month _____ Year _____	
Your job and description of duties _____		Pay \$ _____ Per _____	
Reason for terminating this employment _____			
Employer _____		Address _____ Street City State	
Phone _____			
Name and title of supervisor _____		From Month _____ Year _____ To Month _____ Year _____	
Your job and description of duties _____		Pay \$ _____ Per _____	
Reason for terminating this employment _____			
REFERENCES			
1.	Name _____	Address _____	Phone _____
2.	Name _____	Address _____	Phone _____
3.	Name _____	Address _____	Phone _____
4.	Name _____	Address _____	Phone _____
5.	Name _____	Address _____	Phone _____
The above information is requested to become acquainted with your qualifications and IS NOT an offer of employment.			
I certify that all of the information stated in this application is true to the best of my knowledge and belief, and I authorize you to refer to any former employers or others to verify the statements made.			
			Signature _____
EQUAL OPPORTUNITY EMPLOYER			
This agency does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap, or disability.			

Job Application Unit 3

Assignment Sheet 5—Make an Appointment by Phone for a Diesel Technology Employment Interview

Name _____ Overall Rating _____

Evaluation criteria	Rating
Identified self and reason for call	_____
Obtained clear interview information	_____
Was courteous during conversation	_____
Recorded date, time, and place of interview	_____

Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

1. Steps in making an appointment by phone:

- a. Plan what you are going to say before you call.
- b. State your name and reason for calling.

Example: "Hello, this is Terry McCracken. I'm calling about your ad in last night's paper for a Serviceman I. May I have an appointment for an interview?"

- c. Ask when would be the best time for you to come for the interview.
- d. Record the date, time, and place of the interview.
- e. Thank the receptionist for the help.

2. Things to remember when calling for an appointment:

- a. Keep the receptionist on your side. Sometimes the receptionist is also asked to evaluate the applicant.
- b. Do not ask over the phone how much the job pays.
- c. Be polite and courteous.

Note: Remember that this call is the first contact you may have with the firm. Make that first impression a good one.

- d. Ask if you should pick up an application form or if they would like to send it to you before the interview.

Assignment Sheet 5**Phone Appointment Information**

Date of call

Company or business called

Person accepting call

Information about interview date, time, and place

If interview was refused, indicate why

Approximate time spent making the call

Your personal evaluation of how effective your call was

Job Application Unit 3

Assignment Sheet 6—Practice Interview Questions

Name _____ Overall Rating _____

Evaluation criteria	Rating
Answers are clear	_____
Answers are positive	_____
Personal attitude is convincing	_____

Directions: Your instructor will help you select a classmate who will ask you some of the following questions. Pretend that you are actually at an interview and maintain eye contact with the classmate who asks you the questions.

Note: Questions about your personal life may not legally be asked. In fact, it is illegal for an employer to ask your maiden name or your father's surname if you are a female applicant; your marital status; who lives with you; the church you attend or the name of your spiritual leader; how many children you have, their ages, or who will care for them while you are at work; whether you own or rent your residence; whether you have ever had your wages garnished; and whether you have ever been arrested. However, many interviewers, particularly in smaller businesses, will ask such questions. Whether or not you choose to answer the questions depends on you.

How would you answer the following questions? Why do you think each question might be asked?

1. Where do you go to school? When will you graduate?
2. Do you (did you) earn any of your own expense money while in school?
3. Why did you leave your previous job?
4. What did you like best and what did you like least about your classes?
5. What books have you read lately? What are your favorite magazines?
6. Are you in good health?
7. What do you expect to be doing five or ten years from now? What is your chosen field of work?
8. At what salary do you expect to start?
9. What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?
10. How would you rate your training for this job? Excellent? Very good? Fair?

Assignment Sheet 6

11. What personal characteristics do you think are needed to succeed in your vocation?
12. In what area do you need the most improvement?
13. Do you like to work with other people or do you work best alone?
14. Do you think your extracurricular activities were worth the time you devoted to them?
15. How could you contribute to our organization? Why should we hire you?
16. Tell us about your family and any plans for marriage or further education.

Note: Legally, you do not have to answer this question. However, it is a good idea to prepare an answer in case such a question is asked.

Example: "My family includes a younger sister and my parents. My plans for marriage are undecided at this time, and I'm hoping that the experience gained by being an employee of your company will help me to decide about furthering my education.

17. For what other jobs have you applied?
18. Do you have any military obligations to fulfill?
19. May we write or call your last employer?
20. How many people have you supervised at work or through organizations of which you are a member?
21. How do you feel about working overtime?
22. Would you be able to work all day Saturday and Sunday?
23. If you could start school (or work) over again, what would you do differently?
24. What is your school (or work) attendance record?
25. Have you done the best school work of which you are capable?
26. Do you require lots of attention? Does criticism disturb you?

Note: These questions are usually asked in a more subtle and indirect way.

27. What motivates you?
28. Would you be willing to relocate?
29. Define *cooperation*.
30. Do you have any questions you want to ask us?

Job Application Unit 3

Assignment Sheet 7—Follow-up an Interview with a Letter or Call

Name _____ Overall Rating _____

Evaluation criteria	Rating
Letter sent at appropriate time	_____
Letter brief and neatly typed	_____
Proper use of grammar and punctuation	_____
Phone call made at appropriate time	_____
Proper references to interview made	_____
Phone call courteous and properly ended	_____

It is sometimes helpful to return to a business and check again on possible job openings. This is often done about a week after the first interview. This short casual visit accomplishes two things. It helps the interviewer remember you, and it shows that you have a sincere interest in working for that company.

However, it is not always possible to have this type of informal atmosphere when applying for a job. In which case, it is proper to send a follow-up letter or make a follow-up telephone call.

PART A—FOLLOW-UP LETTER

Directions: Write a follow-up letter after the interview. Use any standard form you wish or use the format of the sample follow-up letter included in this assignment.

1. Make sure your letter meets the following standards:
 - a. Typed or written perfectly
 - b. Clean, neat, and attractively arranged on the page
 - c. Free from spelling, punctuation, and grammatical errors
 - d. Sent within a day or two after the interview
2. Include the following points in your follow-up letter:
 - a. Appreciation for interviewer's time and interest
 - b. Summary of your qualifications and interest in position

Assignment Sheet 7

- c. Your name, address, and phone number (to make it easier for the employer to contact you)
3. Make this last bid for the job a prime example of your excellent work habits. Make the letter clean, neat, and well-worded.

PART B—FOLLOW-UP CALL

Directions: Role play a follow-up telephone call using the guidelines below.

1. Make sure you include the following information:

- a. Your name
- b. Date of your interview
- c. Position for which you were interviewed

2. Ask whether a decision has been made.

Example: "Hello, Mr. Jones. This is Terry McCracken. I interviewed with you on June 30th for the position of Serviceman I. Have you made a decision on my application yet?"

3. If someone has already been hired, thank the interviewer for considering you, and express continued interest in working for the company.

Example: "I am sorry I was not hired. Thank you for at least considering my application. I am still interested in working for the company and would appreciate your keeping my application on file."

Assignment Sheet 7

SAMPLE FOLLOW-UP LETTER

000 YourStreet
AnyTown, YourState 00000-0000
July 3, 1996

Mr. John Jones
Owner
Jones' Diesel Service
Box 200
AnyTown, YourState 00000-2000

Dear Mr. Jones:

Thank you for interviewing me for the position of Serviceman I with your business. I feel that working for Jones' Diesel Service would be enjoyable and that I could do the general work that the job requires. I hope you will give me the opportunity to prove my worth.

The application form you gave me is enclosed.

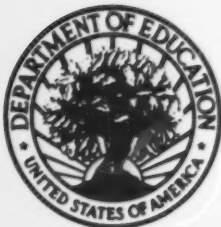
I will be available for work August 1. You may call me at my home after 5:30 p.m. The number is (000) 555-0000.

Sincerely,

Terry McKracken

Terry McKracken

Enclosure—Application form



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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